



Thorpe Hesley Primary School

Modern Foreign Languages (MFL) Policy

2023-2024

1 Introduction

1.1 At Thorpe Hesley Primary School we teach a foreign language to children in KS2. Children at our school have a natural curiosity for other cultures and learning a language at our school provides an opening for children to explore this in a creative way and practical way. We believe that if children begin learning a language at a young age they are more likely to be enthusiastic towards language learning as they progress in education. Also, we feel early language teaching will equip children with the foundations for learning languages at a higher level and develop a strong intercultural understanding.

2 School Aims

2.1 The aims of learning a modern foreign language at Thorpe Hesley Primary School are:

- To inspire and motivate children to want to learn a language.
- To introduce children to another language in a fun and enjoyable way.
- To foster pupils' curiosity of the world and develop an appreciation of other cultures.
- To speak with increased confidence in the target language improving their pronunciation and intonation.
- To understand and respond to written and spoken language including a variety of authentic and interactive resources.
- To write in varying length using the grammatical structures taught.
- To provide opportunities for children to communicate for practical purposes.

3 Organisation

3.1 Foreign language learning is taught as a minimum of 30 minutes per week. Currently this is taught through the 'iLanguages' scheme of work by either the class teacher or a HLTA for some year groups. This is supplemented by extra-curricular opportunities such as a Spanish club, pen pal links, Spanish singing competitions and a celebration event at the end of the year. Pupils will also have opportunities to make connections in their understanding through cross-curricular learning.

4 The Curriculum

4.1 Spanish is the modern foreign language taught consistently at our school.

4.2 The scheme of work that we follow is based on the KS2 languages programme of study which advises children should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

5 Teaching and Learning

5.1 The scheme of work used by staff in school is particularly useful to staff who lack confidence teaching MFL as much of the language content is available interactively. However, teachers can use a range of resources alongside the scheme of work to support their teaching. These include games, songs, flashcards and authentic resources including dictionaries. Speaking and listening is our primary focus to language teaching and this is taught in a kinaesthetic way as we believe this reinforces memory. Reading and writing now has a more dominant role in our language teaching and learning. This begins with key words and phrases in Year 3 to writing some complex sentences by the time children reach Year 6. Our approaches to language teaching have shown children respond

positively and languages remain a highly motivating subject in our curriculum.

- 5.2 The MFL coordinator in school tries to involve other schools and native speakers in our language teaching and learning where possible.

6 Teaching MFL to Children with SEN (Special Educational Needs)

- 6.1 Modern foreign languages are taught to all children in our school to provide a broad and balanced education. Our teaching provides learning opportunities for all children to make progress by setting suitable learning challenges. Assessment against the expectations for each year group allows us to consider each child's attainment against the expected for their age group.

- 6.2 All of our teachers establish good working relationships with children in their class. We treat children fairly and give them equal opportunities which enables them to make progress. There is a clear behaviour policy in school which all teachers follow and adapt to suit the code of conduct within their class. Children are praised for their efforts in school which helps to build a positive attitude towards school and their learning.

- 6.3 Language learning is not limited to the classroom and where opportunities arise children have opportunities to participate in activities outside, for example, using the playground to play a game. Where necessary, appropriate risk assessments are carried out to ensure activities are safe for all children.

7 Assessment

- 7.1 We assess children to ensure they are making good progress in languages. This is done formatively in lessons to assess speaking and listening, reading and writing and their intercultural understanding.
- 7.2 Teachers will regularly assess the children in their class against the expectations for the year group they teach. At the end of each academic year teachers will make an overall judgement to assess whether a child is performing at an emerging, expected or exceeding level for their year group.
- 7.3 We encourage children to take responsibility for their learning, to review their own learning and identify the type of learner they are. Children are asked to assess their learning in MFL regularly, for example, by assessing how well they think they have understood a specific learning objective.

8 Monitoring and Review

- 8.1 Spanish is monitored carefully by the subject leader. They carry out regular work and display trawls and also ask students and staff to

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participate in regular subject questionnaires. At the end of each academic year the subject leader will review the overall attainment in MFL and act accordingly.

- 8.3** The head teacher and subject leader will report to the governing body on the attainment of children in Spanish. They will also report any amendments to the policy as it stands.
- 8.2** The head teacher and subject leader liaise with local secondary schools so that they are aware of the expectations of language teaching at a secondary level.

Subject Leader
C.Caborn

Date: July 2023
Review: July 2025