



Modern Foreign Languages (MFL) Policy

We interpret the term Modern Foreign Language to include the use of any living language to communicate ideas and receive information. Languages are part of the cultural richness of our society and the world in which we live and work. Learning languages contributes to mutual understanding, a sense of global citizenship and personal fulfilment. Pupils learn to appreciate different countries, cultures, communities and people. By making comparisons, they gain insight into their own culture and society. The ability to understand and communicate in another language is a lifelong skill for education, employment and leisure in this country and throughout the world. Learning languages gives pupils opportunities to develop their listening, speaking, reading and writing skills and to express themselves with increasing confidence, independence and creativity. They explore the similarities and differences between other languages and English and learn how language can be manipulated and applied in different ways. The development of communication skills, together with understanding of the structure of language, lay the foundations for future study of other languages and support the development of literacy skills in a pupil's own language. In addition, the learning of a language prepares pupils to participate in a rapidly changing world in which work and other activities are often carried out in languages other than English. The rise of international commerce means that pupils need to be equipped with the skills needed by the international workplace. The choice of which language to teach is secondary to the lifelong language learning skills that the pupils will be encouraged to develop. Furthermore, they will be able to access these skills in the future, to learn new languages or to improve their competence in an existing language. Increased capability in the use of another language promotes initiative, confidence and independent learning and encourages diversity within society. Through the teaching and learning of MFL, we seek to develop these key characteristics of linguists:

- The confidence to speak with good intonation and pronunciation.
- Fluency in reading.
- Fluency and imagination in writing.
- A strong awareness of the culture of the countries where the language is spoken.
- A passion for languages and a commitment to the subject.
- The ability to use language creatively and spontaneously.
- An independence in their studies and the ability to draw upon a wide range of resources.

Teaching and Learning for MFL

MFL is a statutory requirement of the National Curriculum at KS2. As such all KS2 classes undertake MFL lessons each term (Primarily learning French). Additionally, across the school we hold MFL days for all key stages, where children experience a variety of modern foreign languages (such as but not limited to: Mandarin, German, Spanish etc...). Teachers follow the teaching and learning policy when delivering MFL lessons. The principal aim is to develop children's knowledge, skills and understanding in the subject so that this knowledge and understanding can be applied and progressed upon as they move through year groups. During MFL lessons, there is a mixture of whole-class teaching and individual or group activities. Within lessons, children are given the opportunity both to work on their own and to collaborate with others,

listening to other children's ideas and treating these with respect.

MFL Curriculum Planning

The National Curriculum is used as the basis of curriculum planning. Class teachers also use the Catherine Cheater scheme of work to assist in the planning and delivery of French lessons or The Clicker scheme of work to assist in the planning and delivery of Spanish lessons. Further specific guidance for planning is provided by Chris Quigley Essentials to plan MFL lessons that work towards threshold concepts and their relative milestones. These concepts and milestones form the intention for the children's learning and planning is based around meeting these intentions.

These intentions are:

- Read fluently (when recognising key vocabulary and phrases).
- Write imaginatively (when using key vocabulary and phrases to write ideas).
- Speak confidently (when using key vocabulary and phrases to verbally communicate ideas).
- Understand the culture of the countries in which the language is spoken.

MFL across the school builds upon prior learning and as such intentions are repeated across year groups; however, a progression is found within the milestones we wish for the children to achieve across each year group. This progression can be found in the long term MFL within the Chris Quigley Essentials scheme.

MFL in EYFS

Increasingly in EYFS we have intakes of children with high proportions of English as an additional language (EAL). As such, there is regular and consistent work being undertaken in bridging the gap between a home language and English while also, at points, exposing them to other languages of other children within the class room. As such teaching and learning within MFL for pupils in the EYFS is delivered and monitored via the 'Understanding the World' strand of the curriculum. This is delivered through a range of topics that let them explore their immediate environment and the wider world. Early Learning Goals focused on are:

- People and communities: They know about similarities and differences between themselves and others, and among families, communities and traditions.
- The world: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another.

Additionally, when developing language across EYFS, teaching and learning relates to the strand of Communication and Language, with a focus on developing listening and attention, understanding and speaking.

Assessment Practice for MFL

We use general assessment practices in this subject as outlined at the start of Teaching and Learning Policy under the heading 'Meeting children's learning needs through assessment practice'. Children's progress is recorded in their individual Learning Logs where appropriate.