




Temple Sowerby CE Primary School

Modern Foreign Languages (MFL) Policy

2025/27

Approved by	
Name:	Mr K Laithwaite - Headteacher
Signed:	
Date:	16 th April 2025
Review date:	15 th April 2027

Our Vision:

Our vision for the school community is rooted in a deep respect for our human, social, and cultural values, expressed in a caring Christian ethos. We aim to provide high academic standards and a wide range of experiences and opportunities. In doing so, we encourage all children to flourish by giving them the skills they need to become good citizens and to discover life in all its fullness (John 10:10).

Policy Statement:

The 2014 National Curriculum for Modern Foreign Languages aims to ensure that all children:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Are able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and that they are continually improving the accuracy of their pronunciation and intonation.
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- Discover and develop an appreciation of a range of writing in the language studied.

Intent

A high quality languages education should foster children's curiosity and deepen their understanding of the world. At Temple Sowerby, we are committed to ensuring that competence in another language enables children to interpret, create and exchange meaning within and across cultures. It also helps children develop skills that will open further opportunities later in life. The teaching of French throughout KS2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3.

Implementation

At Temple Sowerby, French is taught on a weekly basis to develop key skills, promote enjoyment of learning languages and embed the purpose and importance of the subject. The core aims of the National Curriculum are addressed in each lesson. Our approach to the planning, assessment and teaching of French is streamlined by being delivered by one teacher to ensure consistency, progression and high standards of teaching and learning. Lessons are taught each week in mixed age classes – Years 3/4 and Year 5/6 are each taught for 30 minutes per week. These lessons are delivered by a specialist teacher from Appleby Grammar School, as part of an arrangement with the local Eden Rural Alliance cluster of schools. This helps to ensure children are given a firm grounding in the subject which lays the foundations for further foreign language teaching at KS3. We are members of the Primary Languages Network use resources and planning from the PLN scheme of work as the basis for a 2-year rolling programme of topics covered throughout KS2.

We ensure that, as pupils' progress, they have the opportunity to acquire more concrete language skills in the four areas of listening, speaking, reading and writing. We support children to share their experiences of other languages and cultures and further promote the purpose and importance of learning languages. To promote an active learning of languages, a range of teaching methods are implemented to ensure that the children are developing their linguistic skills through listening, speaking, reading and writing in order to be secondary ready. Activities can consist of actions, rhymes, stories, song, drama, grammar, video clips, sentence structures, dictionary work, book making and many more creative ways to extend, embed and combine language skills.

Impact

By the end of Key Stage 2, children will have explored the French language and been introduced to the culture of France. They will have been given opportunities to listen attentively to spoken language and show understanding by joining in and responding. They will have explored the patterns and sounds of language through songs and rhymes and engaged in conversations, where they ask and answer questions; express opinions and respond to those of others. They will have practised speaking in sentences, using familiar vocabulary, phrases and basic language structures and will have begun to develop accurate pronunciation and intonation. Children will have had the opportunity to present ideas and information orally and to read carefully and show understanding of words, phrases and simple writing. They will have experienced different stories, songs, poems and rhymes in French and have had the opportunity to broaden their vocabulary and develop their ability to understand new words including through using a dictionary. Children will have begun to develop

their understanding of basic grammar and their ability to create new sentences, to express ideas clearly.

Assessment:

Termly assessments are carried out using the Primary Language Network's 'Puzzle It Out' resource, which allows children to demonstrate attainment in each of the four areas of language skills - listening, speaking, reading and writing.

Monitoring:

The MFL subject leader discusses language learning with the specialist teacher and monitors planning and spoken and written evidence of progress in learning. The subject leader can access training in monitoring through the Primary Languages Network.

Subject Leadership:

The subject is managed by Mr Laithwaite. To ensure the language skills of staff are developed and sustained the school are members of the Primary Languages Network. This provides all the materials, resources and support sound files and activities to enable the school to ensure progression in language learning.

Appendix 1 - National Curriculum Coverage

Key stage 2: Foreign language

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils 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

Appendix 2 - Our MFL Curriculum

At Temple Sowerby CE Primary School, French is taught as a stand-alone subject to children. Classes are organised in mixed-ages (Year 3/4 and Year 5/6) and are taught different themes each term on a 2-year rolling programme. Themes reflect Primary Language Network planning and resources and are organised across the year to reflect children's experiences (new school year, festivals, holidays) and to allow children to revisit prior learning.

Cycle	Autumn	Spring	Summer
A	Y3/4 - My School, My Local Area Y 5/6 - Revisiting School, Telling the Time, Everyday Life	Y3/4 - Epiphany, Family Tree, Faces and Parts of the Body, Celebrating Carnival Y5/6 - Playing and Enjoying Sport, Funfair	Y3/4 - Feeling well/unwell, Animals, Summertime Y5/6 - Café Culture, Performance Time
B	Y3/4 - A New Start, Calendar, Celebrations Y5/6 - School Subjects, Time In the City	Y3/4 - Epiphany, Animals I Like, Carnival Colours Y5/6 - Healthy Eating, Going to the Market, Clothes	Y3/4 - Food We Eat Every Day, Going On A Picnic Y5/6 - Visiting the seaside, Performance Time

Appendix 3 - Progression of Knowledge and Vocabulary

	Core skills of learning			
	Listening	Speaking	Reading	Writing
Stage 1	Can understand <u>a few familiar</u> spoken words and phrases.	Can <u>say/repeat a few words and short simple phrases</u> and would be understood by a sympathetic native speaker. CLICK FOR EXAMPLE STUDENT	Can recognise and <u>read out a few familiar words</u> and phrases.	Can <u>write or copy a few simple words</u> or symbols as an emergent writer of the target language.
Stage 2	Can understand <u>a range of familiar spoken phrases</u> and is able to listen for specific words and phrases.	Can <u>ask and answer simple questions and give basic information</u> . Can pronounce familiar words and some new words accurately. CLICK FOR EXAMPLE STUDENT	Can <u>understand simple written phrases</u> . Can match sounds to familiar written words.	Can <u>spell some familiar written words and phrases accurately</u> and write simple sentences with limited mistakes so that the message is understood.
Stage 3	Can understand <u>the main points from a series of spoken sentences</u> (including questions.) May require some repetition.	Can <u>ask and answer simple questions on several topics and can express opinions</u> . Can take part in brief pre-prepared tasks such as short presentations and role plays. CLICK FOR EXAMPLE STUDENT	Can <u>understand the main point(s) from a short, written passage in clear printed script</u> . Can use bilingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words.	Can <u>write two or three short sentences as a personal response</u> , using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.
Stage 4	Can understand <u>the main points and some detail from a short, spoken passage</u> with comprising of familiar language.	Can <u>take part in a simple conversation and can express simple opinions</u> . Generally accurate pronunciation (to a sympathetic native speaker). CLICK FOR EXAMPLE STUDENT	Can <u>understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account)</u> . Can use a bilingual dictionary to access unfamiliar language.	Can <u>write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs</u> in the present tense on a familiar topic using reference materials, support if necessary.

For further details of progression in the Primary Language Network's French Scheme of Work (including details of progression of substantive and disciplinary knowledge), please see <http://temp-sow.cumbria.sch.uk/modern-foreign-languages/>