



## MODERN FOREIGN LANGUAGES POLICY

Revised: Summer 2021

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### DEFINITIONS

The following terms shall have the following meanings for the purposes of this document:

**the School** means Clifton All Saints Academy  
**KPIs** means Key Performance Indicators

### CURRICULUM INTENT

The School knows that learning a language enriches the curriculum, providing excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life.

*“Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.”*

National Curriculum 2014.

### AIMS

The National Curriculum for French aims to ensure that all pupils:

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

### CURRICULUM IMPLEMENTATION

The teaching and implementation of the MFL Curriculum at the School is based on the National Curriculum and uses the Wakefield and other schemes of work to ensure a well-structured approach to this creative subject. The School aims to implement a curriculum that delivers the requirements of the Key Stage 2 National Curriculum framework by linking planning to framework objectives and provide teaching that is progressive throughout Key Stage 2. The School encourages children to participate in a variety of activities and experiences which support the acquisition of vocabulary and grammatical structure so that they can construct simple questions and answers. The focus at Key Stage 2 is on practical communication which will lay the foundations for further language learning at Key Stage 3.

## **Key stage 2**

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.
- Understand basic grammar appropriate to the language being studied, including feminine and masculine 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.

## **CURRICULUM IMPACT**

Children at the School will be taught specific skills, concepts and vocabulary in a weekly dedicated French lesson, which will then be followed up daily by short sessions through the week recapping the new learning, and revisiting previous learning, in order to consolidate understanding. They will use the skills and knowledge they gain in their French lesson to support their learning in other areas of the curriculum such as English and Geography, and develop a better understanding of linguistic, cultural and geographical similarities and differences.

## **ASSESSMENT**

Ongoing assessments take place throughout the year. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. Attainment and progress towards the KPIs is recorded using Balance software. Teachers update this each term. This data is analysed to inform and address any trends or gaps in attainment. Attainment and attitude to learning in French is reported to parents of children in Key Stage 2 annually in the school reports.

The curriculum overview can be found [here](#).