



St. Hubert's Roman Catholic Primary School

Hallfield Road, Great Harwood, Blackburn Tel: 01254 885778

Headteacher: Mrs J. M. Brooks

St Hubert's MFL Policy



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St Hubert's Primary School Languages Policy

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of Modern Foreign Languages at St Hubert's Primary School.

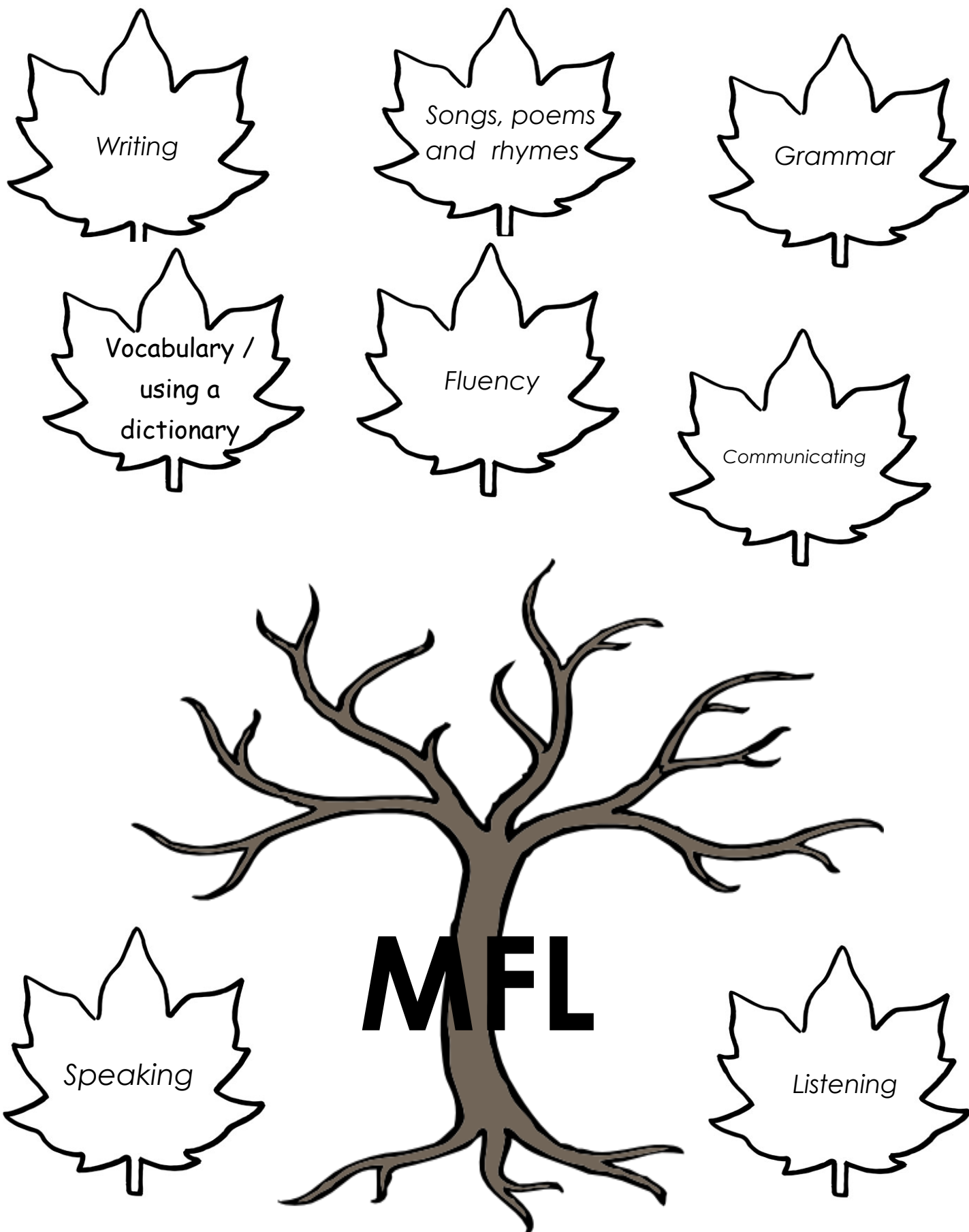
Subject Statement

At St Hubert's Primary School, we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including the key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. As part of the National Curriculum, all Key Stage 2 pupils must now learn another language in school time. We have invested into the languages service, Kapow which provides a range of fun and effective methods of learning. At St Hubert's, we have chosen to teach French to our Key Stage two children.

Aims

The aims of Languages in our school are to:

- Foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils*
- Understand and respond to spoken and written language from a variety of authentic sources*
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say through discussion and asking questions*
- Improve the accuracy of their pronunciation and intonation*
- Help children develop their awareness of cultural similarities and differences*
- Lay the foundations for future-language-study by pupils*



The children will learn to

- Listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English
- Understand, adapt and respond to a range of situations
- Join in songs and stories which enable them to practise the sounds of the language in an enjoyable way
- Take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings
- Memorise and recite short texts, as well as preparing and giving a talk on a familiar subject confidently and with regard to the audience

Reading and writing

The children will learn to

- Remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities
- Read text for enjoyment and to gain awareness of the structure of the written language
- Write sentences and short texts independently and from memory

Intercultural understanding

The children will learn to

- Recognise stereotypes and understand and embrace cultural diversity
- Re-tell and describe the life of children in the countries where the language is spoken
- Identify similarities and differences in everyday life, social conventions and celebrations
- Recognise the products and objects that can represent the culture of a country

National Curriculum KS2 MFL / Languages Key Learning

Year 3

Listening

- Show that he/ she recognises words and phrases heard by responding appropriately.
- Follow simple instructions and link pictures or actions to language.
- When listening to stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming words.

Speaking

- Ask and answer simple questions, for example about personal information.
- Repeat sentences heard and make simple adaptations to them.
- Use mostly accurate pronunciation and speak clearly when addressing an audience.
- Use simple adjectives such as colours and sizes to describe things orally.

Reading

- Recognise some familiar words and phrases in written form.
- Read some familiar words aloud using mostly accurate pronunciation.
- Learn and remember new words encountered in reading.

Writing

- Write some single words from memory.
- Use simple adjectives such as colours and sizes to describe things in writing.
- Record descriptive sentences using a word bank.

Grammar

- Recognise the main word classes eg nouns, adjectives and verbs.
- Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles.
- Have basic understanding of the usual order of words in sentences in the target language.

Year 4

Listening

- Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard.
- Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings.
- Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English.

Speaking

- Ask and answer a range of questions on different topic areas.
- Using familiar sentences as models, make varied adaptations to create new sentences.
- Read aloud using accurate pronunciation and present a short learned piece for performance.

Reading

- Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately.
- Follow the written version of a text he / she is listening to.
- Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues.

Writing

- Write words and short phrases from memory.
- Use a range of adjectives to describe things in more detail, such as describing someone's appearance.
- Write descriptive sentences using a model but supplying some words from memory.

Grammar

- Recognise a wider range of word classes including pronouns and articles and use them appropriately.
- Understand that adjectives may change from according to the noun they relate to, and select the appropriate form.
- Recognise questions and negative sentences.

Year 5

Listening

- Gain an overall understanding of an extended spoken text which includes familiar language, for example summarising in English the key points of what he / she has heard in the target language.
- Identify different ways to spell key sounds and select the correct spelling of a familiar word.

Speaking

- Take part in conversations and express simple opinions, giving reasons.
- Adapt known complex sentences to reflect a variation in meaning.
- Begin to use intonation to differentiate between sentence types.
- Create a short piece for presentation to an audience.

Reading

- Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation.
- Learn a song or poem using the written text for support.
- Using dictionaries to extend vocabulary on a given topic and develop his / her ability to use different strategies to work out the meaning of unfamiliar words.

Writing

- Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/ phrase bank.
- Use a wide range of adjectives to describe people and things, and use different verbs to describe actions.

Grammar

- Know how to conjugate some high frequency verbs.
- Understand how to make changes to an adjective in order for it to "agree" with the relevant noun.
- Adapt sentences to form negative sentences and begin to form questions.

Year 6

Listening

- Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard.
- Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words.

Speaking

- Engage in longer conversations, asking for clarification when necessary.
- Create his / her own sentences using knowledge of basic sentence structure.
- Use pronunciation and intonation effectively to accurately express meaning and engage an audience.

Reading

- Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation.
- Attempt to read a range of texts independently, using different strategies to make meaning.
- Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words

Modern Foreign Languages - Non-Negotiables

1. MFL must be taught once a week throughout KS2.
2. Provide opportunities for children to listen to and repeat French vocabulary.
3. Staff to ensure they map out topics taught in French and that they are shared with other year groups to ensure no coverage is repeated.
4. Always find out children's prior vocabulary in English and pre-teach to those who need it. Particularly SEND and disadvantaged pupils.

5. Teach new French vocabulary words every lesson throughout each unit and give children opportunities to use the new vocabulary in context.
6. Use a unit title page to demonstrate the area of learning.
7. French should be a fun lesson using songs, poems and rhymes where children are engaged, challenged and encouraged to use new vocabulary.
8. Use a variety of activities to repeat and consolidate new vocabulary.
9. Complete assessment for Languages using Target Tracker on a termly basis.
10. Encourage links across the curriculum, for example linking French to learning in numeracy, literacy, answering the register and so on.
11. Differentiate activities with extension possibilities and visual/support materials for children who require it.
12. Limit the use of worksheets. Pupils need to communicate in French orally first of all, then move towards recording in books using the correct grammar and maintaining a high quality of presentation.
13. Ensure new French vocabulary is displayed, alongside the English words / pictures that go with the vocabulary. Encourage the children to use the new language learnt.

Assessment, Recording and Reporting

Informal assessment of progress will be made by the language provider during lessons through questioning and oral feedback. Formal assessments are taken at the end of each unit as provided by the service, Kapow. The Subject Leader also monitors the effectiveness of the procedures implemented with data being uploaded to the school's tracker - Insight.

Inclusion including meeting the needs of SEN pupils and children entitled to PPG funding

All pupils, irrespective of gender, ability, ethnicity and social circumstances should have access to Languages. To achieve this, children's individual needs will be addressed through the provision of resources, learning styles, questioning and positive exposure to Languages. Where necessary, the child may have the support of a TA or classroom helper.

Equality Statement

At St Hubert's RC Primary School, we are committed to providing equal opportunities for all pupils. We value the diversity of individuals within our school community and beyond, and actively promote an inclusive environment where discrimination is not tolerated.

We encourage all pupils to learn, live, and work together with mutual respect and understanding. Through our MFL curriculum and wider school ethos, we aim to foster empathy, tolerance, and appreciation of different cultures, backgrounds, and perspectives.

Resources

All teachers have access to the Languages service, Kapow.

Role of the Subject Leader

The MFL Subject Leader is responsible for leading and coordinating the teaching of Languages across the school. This includes:

- Reviewing and contributing to teacher planning to ensure consistency and progression.
- Preparing and updating the MFL policy in line with school and national expectations.
- Providing consultancy, advice, and subject-specific expertise to support staff.

- Specifying and ordering resources in consultation with colleagues to support high-quality teaching.
- Monitoring the quality of teaching and learning in MFL

Role of the Class Teacher

Class teachers are responsible for delivering engaging and progressive MFL lessons. This includes:

- *Planning and teaching exciting, stimulating Language lessons that promote enjoyment and curiosity using Kapow.*
- *Use progression of skills to ensure pupils build on prior learning and make progress.*
- *Using assessment to inform future planning and meet the needs of all learners.*

Professional development and training

The Subject Leader attends local conferences and subject update courses when available and then reports back to school in staff training. The Teachers can attend courses to update their subject knowledge and learn new and exciting ways to teach the units.

Review

This Languages policy will be reviewed by the Language Subject Leader.