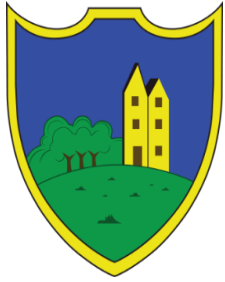
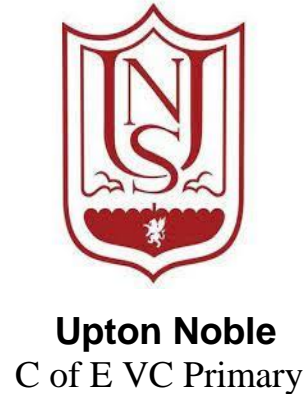


East Somerset Federation



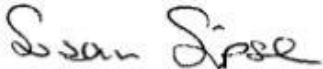
Bruton
Primary School



Upton Noble
C of E VC Primary

Modern Foreign Language Policy

**Approved by the Governing Body of
The East Somerset Federation**

Signed: 

Date: September 2023

Date for Review: September 2025

Modern Foreign Languages Policy

At the East Somerset Federation, we ensure that a high level of practical engagement inspires and challenges pupils to understand, speak, read and write in the modern French or Spanish language. Pupils at Bruton & Upton Noble are taught French and Ditcheat pupils are taught Spanish. As children progress, they are encouraged to use their knowledge and are taught vocabulary to understand and use the language in a wider context.

We aim to ensure that all pupils:

- Understand and respond to spoken and written French/Spanish from a variety of authentic sources.
- Speak and sing 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.
- Can write at varying lengths, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- Discover and develop an appreciation of a range of French/Spanish writing.

A high quality language education should foster children's curiosity and deepen their understanding of the world. At the East Somerset Federation, 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/Spanish in KS2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3.

Implementation

Children are introduced to French/Spanish in KS2 and receive a weekly lesson. This enables the children to develop early language acquisition skills that facilitate their understanding of the patterns of language and how these differ from, or are similar to, English. Children learn French/Spanish throughout KS2, which is time tabled for a 30-40 minute session per week.

Sessions across the Key Stage support the skills of speaking, listening, reading and writing:

- Children are taught to listen attentively to spoken language and respond, joining in with songs, rhymes and games.
- Bruton follows the primary MFL scheme of work from Early Start French. Upton Noble has a dedicated Scheme of Work. Ditcheat uses Language Angels. The aim is to build confidence and enthusiasm for language learning by exploring a huge variety of activities and a broad range of key topics. Pupils are encouraged to sing and play in French/Spanish to support learning of vocabulary and pronunciation skills. Reading, Speaking, Listening, Writing and Roleplay are essential elements of every topic.

- French/Spanish Days and International Days enable the whole school to be immersed in the inclusion of the culture and use languages meaningfully in context.

Teaching and Learning

We recognise that language learning in its broadest sense has three core strands - **oracy, literacy and intercultural understanding**. We also recognise that children should be encouraged to apply their knowledge and that we should equip them with strategies for language learning that they can use in the future, when studying another foreign language. As a result, opportunities to develop **knowledge about language** and **language learning strategies** underpin the three core strands. This follows the 5 strands recommended in the KS2 Framework for Languages.

We use a variety of techniques to encourage the children to engage actively in the modern foreign languages: these include games, role-play and songs (particularly action songs). We also invite native speakers into the classroom and listen to recordings, in order to expose the children to more than one voice in the foreign language. We sometimes use mime and pictures to accompany new vocabulary in French/Spanish as this teaches the language without the need for translation. Songs encourage spontaneous fluency and generate huge enthusiasm, aiding long-term memory.

We teach the four strands of language learning: Speaking, listening, reading and writing to understand basic grammar and key features and patterns of language; how to apply these to build sentences using simple verbs; and how these differ from or are similar to English. We use a multi-sensory and kinaesthetic approach to teaching. Research has also shown that physical responses planned into lessons helps to improve enjoyment, provide opportunities for reinforcement through actions, help memory through actions, increase confidence as movement and games can provide safe ways of speaking aloud and it helps learning through creating a positive atmosphere.

We allow for differentiation, with a range of strategies, which include:

- Providing resources and setting tasks of different complexities where appropriate.
- Setting common tasks which are open-ended and can have a variety of responses.
- Providing speaking and writing frames to scaffold responses when appropriate.
- Using a range of questioning techniques.
- Provide additional material for specific tasks for those pupils with gaps in their knowledge / understanding, particularly when joining the school with limited or no prior French/Spanish knowledge.

Cross- Curricular Links

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas. When appropriate, links are made to class topics and cultural festivals, to support intercultural understanding.

Assessment

The children are assessed by the teacher and also carry out self-assessments to see and monitor the progress that they are making in the language. This is done informally during the sessions to inform future planning. We assess:

- Listening
- Speaking / Singing
- Talking to somebody / Roleplay
- Reading
- Writing
- Intercultural understanding

Children are assessed on an ongoing basis. At the end of each term teachers will assess children against the programmes of study in order to inform future planning. On an annual basis, we report progress to the parents as part of our end of year report.

Monitoring and review

A Modern Foreign Languages subject leader within the school monitors the learning of languages. Where necessary the subject leader liaises with the local secondary schools so that they are aware of the modern foreign languages experiences our children have when they move on to the next phase of their learning.

Equal Opportunities

At the East Somerset Federation, we are committed to promoting equal opportunities irrespective of socio-economic background, gender, disability and ethnicity in all areas of the curriculum. We believe all children should have access to and participation in the learning of languages and to be supported in this process.

Inclusion

At the East Somerset Federation, we teach a modern foreign language to all children, whatever their ability. A modern foreign language forms part of the school's commitment to providing a broad and balanced education to all children. Through our modern foreign language teaching, we provide learning opportunities that enable all children to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

This policy will be reviewed biannually.