William Austin Junior School

Policy for Modern Foreign Languages for KS2

Why teach children languages in KS2?

Learning a foreign language is 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 (NC 2014). Learning a language enriches the curriculum. 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. It allows all children to flourish in their learning when barriers may be present in other subjects. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture(s) and those of others. Language also lies at the heart of ideas about individual identity and community; learning another language can do a great deal to shape children's ideas in this critical area as well as giving them a new perspective on their own language.

Aims

Our aim is to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning French:

- Speaking
- Listening
- Reading
- Writing
- Grammar

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between the foreign language they are learning and English. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

Teaching and Learning Overview

Our whole-school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

The National Curriculum for languages aims to ensure that 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, including through discussion and asking questions, and 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 authentic writing in the language studied.

By the end of key stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter 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.

Organisation & Delivery

French is planned and delivered through the Language Angels scheme of work and is supplemented this with teachers' own ideas and experience and those of their colleagues.

The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

Each class has a timetabled lesson of at least thirty minutes per week and is taught in a whole-class setting. French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained.

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).

PMFL lessons should always:

- Be highly structured: lesson objectives and outcomes should be clearly stated and referred to. The teacher should review what has been learnt at the end of the lesson.
- Be active and lively with a variety of activities
- Be challenging
- Have an emphasis on speaking and listening, alongside (TPR) actions
- incorporate games/songs/finger rhymes
- have a strong visual element (e.g. flashcards, pictures on the interactive whiteboard, big books and puppets)
- include pair and group work with opportunities for pupils to use language to communicate with one another and with the teacher.
- Use the target language wherever possible, such as when giving classroom instructions or asking questions for understanding
- Incorporate choral repetition
- Be interactive (pupils interacting with each other, teacher and with the interactive whiteboard)
- Develop independence and confidence when speaking, listening and reading

PMFL lessons should sometimes

- Include some reading. Pupils should see the written word and attempt to write simple words and phrases
- Be progressive, moving from word to text level. (Pupils must learn to be able to create language and re-use language in different contexts. They will develop language-learning strategies)
- Have a cross-curricular link e.g. using foreign language numbers in maths, using the colours in art, singing French carols at Christmas, making a French Easter card, dancing the salsa in PE.
- Have a cultural element e.g. learning about Christmas in France, learning about other French-speaking countries in the world, learning about different cuisines.

As far as possible, the target language should be used as a means of communication in the MFL classroom. In general, the younger the child, the quicker they will respond to this and benefit from it. However, head teachers must make allowances for the language expertise of the PMFL teacher.

Pedagogy

There is no single way to teach a new language. Learners – including young learners – are individuals with different learning styles, and primary teachers are already very familiar with adapting their teaching methods in order to take account of this. There is, however, broad agreement that the approach should stress the importance of communication in the language – real language use – as a central component of learning as well as a desired outcome for that learning. This involves opportunities for learners to interact with the language. Primary teachers are best placed to know how their children learn and will seek to create the best conditions for successful language learning. Good primary practice involves:

Providing enjoyment and stimulation

Children (and adults) learn best when they enjoy what they are doing and, through this enjoyment, are led to challenging themselves in a secure environment and to discover the unknown. In language learning, children are engaged by games and puzzles; they are enthused by taking part in songs and drama and by listening to stories which are already known in their mother tongue and are at the same time both familiar and new. Total physical response (TPR) can be used to develop understanding, enhance prompting and recall and ensure children are engaged in the lesson.

Supporting learning through regular routines

Children hear and use the language repeatedly on a routine basis in WAJ School classroom interaction, alongside TPR (actions) for each key word or phrase learned. They reinforce their language regularly and frequently by using greetings, numbers, games, pictures and songs.

Children develop communication strategies which will be of value to them in their everyday lives. They make use of visuals, actions, gestures, labels, toys and computing to help them understand and use the language.

Ensuring opportunities for children to interact

Children engage with their learning, interacting with language and with other people. They perform to an audience and act out sketches. They communicate with other people. They listen, respond to and translate songs, rhymes and stories and listen to sound clips to hear authentic native speaker voices. Such interaction is a part of all learning, but it is particularly important for learners of a new language.

Adaptive planning ensures equality of opportunity for all children. Children with special educational needs tend to respond very positively to language learning. Many enjoy the practical and interactive nature of language learning. They feel a sense of achievement in being able to communicate in another language alongside their peers. Children for whom English is a second or additional language can be greatly encouraged and supported by language lessons. They are able to take pride in their existing linguistic skills and see languages other than English being valued. They can build on their experience of using a number of languages in their daily life and contribute in the intercultural understanding of their fellow pupils. Their experience of learning English as a second language usually facilitates their learning of other languages.

Evidence of Teaching & Learning

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar). At KS2, the weighting of the skills is not equal. Pupils will spend more time initially on Listening and Speaking especially in Years 3 and 4. Reading should take up more time than Writing, which should build gradually

throughout KS2 from recording words and phrases to simple and the more complex sentences. Work should be recorded in books 3 times per half term, evidencing all 5 keys skills across the course of each academic year. The exception to this will be in the Autumn Term of Year 3, where most children will be completely new to learning French. Recording of children's learning in books enables teachers and pupils to monitor the progress they are making. Children will also refer back to key learning such as phonics patterns, vocabulary and grammar.

Assessment

Children should be encouraged to understand their learning and progress. The use of learning objectives and outcomes provides the basis for self-evaluation as well as guiding teacher assessment for learning throughout each unit as well as assessment of learning at least once per term in one of the four skills (speaking, listening, reading, writing):

1. Peer and self-assessment 'I can do…' grids. A quick and easy way for all pupils in the class to record which units they have completed and the progress they are making.

2. More detailed, skills-based assessment using bespoke skills assessment worksheets. This form of assessment enables us to determine the learning and progression of all pupils in the key language learning skills as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2.

Links with other subjects

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas. These opportunities can be capitalised upon through:

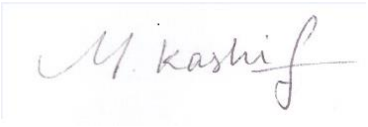
- Aspects of English such as speaking and listening skills, knowledge and understanding of grammatical structures and sentence construction
- Work on word classes and use within sentences (word order)
- Aspects of mathematics such as counting, calculations, money, the time and date
- Songs, alphabet, poems, rhymes and stories in other languages
- International or multi-cultural work, for example celebration of festivals, storytelling
- Using ICT to research the similarities and differences of daily life with their own
- Interactive sorting and matching games for use on smartboards
- Geographical and historical work relating to other countries

This policy will be monitored and reviewed by the MFL Subject Leader every two years.

Policy updated: April 2025

Staff responsible: Subject Leader

This policy was ratified by the Governing Body on: 7th May 2025



Signed on behalf of the Governing Body: (signature)

M. Kashif - Chair of Governors

_____ (printed)