



St. Gregory's Catholic Primary School

Modern Foreign Languages Policy

We give thanks to God, work together and always try our best

St. Gregory's Vision, Values and Ethos

At St Gregory's we aim to provide a caring and nurturing environment which allows us to inspire each other to excellence in the light of Christ. We are very proud of our school, our pupils and their success.

We believe that children thrive on challenge and we have high ambitions for all our children.

Our School provides a learning environment to promote the skills of risk-taking, resilience and reflection. We develop self-esteem through achievement and the development of our God-given talents.

Within our learning environment, we encourage independence and the development of the skills for life-long learning. We encourage children to take responsibility for their own learning and to support the learning of others.

Our children will emerge as thoughtful citizens, respectful of the needs and rights of others and well prepared for a future in a rapidly changing world.

We seek to promote to the utmost the development of every child's personal wholeness, integrity, gifts and creativity in a welcoming and loving school community. We do so in partnership with parents, guardians and all others who have the welfare of the child at heart.

Our school is an integral part of the Parish of St. Gregory's. We promote links with the Parish, the local and wider community and as well as international partnerships.

Introduction

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about MFL. We set out our rationale for, and approach to MFL education in the school.

Rationale

Languages are an integral part of the curriculum. Learning a language is 'a liberation from insularity and provides an opening to other cultures.' It helps to equip pupils with the knowledge and cultural capital they need to succeed in life. It encourages pupils to appreciate and celebrate difference. The languages curriculum should also provide the foundation for learning further languages. It should enable pupils to study and work in other countries.



Aims of MFL

Our children will:

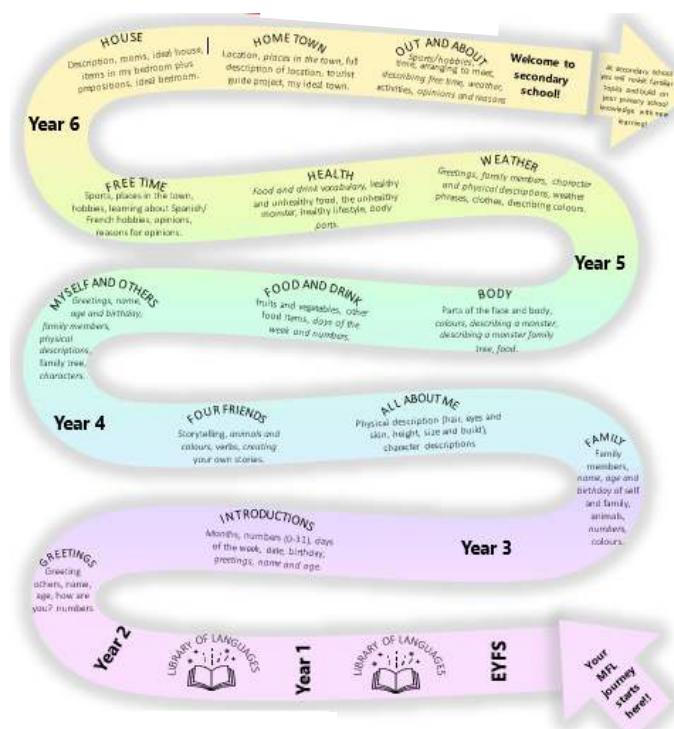
- become interested in learning languages and see their value. Our engaging and enjoyable lessons create enthusiasm for language learning and inspire students to become lifelong language learners.
- be exposed to regular opportunities for cultural capital to increase enjoyment and to establish a meaningful context for language learning.
- develop a solid foundation of vocabulary, language and phonics, which pupils can build on at KS3, KS4, KS5 and beyond, arriving at KS3 feeling confident in what they have studied so far so that they can make good progress.
- benefit from specific KS1 and KS2 end points have been developed to ensure clarity for teaching and to ensure a 'smooth' transition to Secondary Education for all learners.

Inclusion and Adaptive Learning

We will ensure MFL is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances. It will celebrate children and families who have heritages outside the United Kingdom. Lessons will include opportunities to celebrate languages spoken by other pupils and members of staff in the school.

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

Our MFL Pathway





Programme / Resources

In **KS1** languages are taught within a '**Library of Languages**'. We have a series of recorded stories in French and Spanish and each story is accompanied by a PowerPoint covering key vocabulary from the story, alongside short activities. Stories are all recognisable children's books, with English equivalents. This encourages reading for pleasure and enjoyment of learning a foreign language. The stories we have chosen also reflect key vocabulary and basic structures, which will be practised and developed at KS2.

By Spring of year 2, pupils will progress to more formal language lessons, which will follow the same structure to year 6. Substantive knowledge across **KS1** (spring and summer of year 2) and KS2 is developed across all four skills (listening, reading, speaking and writing) and is intertwined with the disciplinary knowledge of grammar and phonics.

Year 2

In the Spring and Summer terms of year 2, pupils follow the '**Greetings**' and '**Introductions**' units. These units develop a solid base of the key substantive knowledge (greetings, name, age, numbers and birthdays) which will be revisited in KS2. Pupils also look at simple high frequency present tense verbs in the first person and basic questions.

Year 3

Students will begin the year by revisiting personal information and begin to apply this knowledge to the context of '**Family**'. Key vocabulary knowledge will be developed relating to family, animals and colours. Key grammatical concepts such as adjective placement and agreement will be introduced so that pupils start to understand how the foreign language works. In the second term, pupils build on their previous knowledge of giving personal information (name, age, birthday) to expand to physical and personality description in '**All about me**'. This will also necessitate a deeper understanding of adjective agreement. In the final term, pupils apply their knowledge from the year (animals, colours, adjective agreement) to understand and enjoy a story in the target language, '**The Four Friends**'. They will also look at key verbs and manipulate language to create their own stories.

Year 4

The year begins with a review of previous knowledge related to personal description- key information, physical appearance and personality. In '**Myself and Others**' pupils continue to build their knowledge of describing themselves whilst transferring this knowledge to descriptions of others. Grammatically, this means that pupils will become more confident in using the 3rd person of high frequency present tense verbs as well as the 1st person. Their end project will be to build a detailed description of a monster in 3rd person. In Spring, '**Food and Drink**' is introduced through reading 'The Hungry Caterpillar'. Pupils will develop a love of reading alongside key reading skills whilst learning new food vocabulary and revisiting days of the week and numbers. Eventually pupils will be able to manipulate the language of the story to write their own version, with differentiated support. Finally, in summer term, year 4 look at bringing together all of their learning from the year in the '**Body**' unit. Pupils learn the new vocabulary of body parts and add this to previous knowledge of personal, physical, character and food language to create a detailed description of a monster family. Again, language will be learnt through reading a story and key grammatical concepts such as adjective agreement will be revisited and strengthened.

Year 5

Key language relating to personal and family description is reviewed at the start of the year before pupils progress to new learning related to '**Weather**' and clothes. Pupils will work on understanding a parable in the foreign language, using this key vocabulary. By the end of the unit pupils will be able to describe what they wear in different weathers. In '**Health**' pupils recall food and drink vocabulary but apply this to the new context of healthy lifestyle and progress to describing healthy lifestyle and giving lifestyle advice. Pupils continue to practice manipulating language to create their own story and build confidence with participating in a conversation (at the doctor's) In '**Free Time**' look at sports, free time, places of town and giving justified opinions for the first time.

Year 6

In autumn term, pupils look at the new topic of '**House**' and build up a detailed description of home, bedroom and ideal home and bedroom. Adjective agreement is reviewed and new grammatical concepts of prepositions and conditional tenses are introduced. In '**Home Town**' pupils review and expand on places on the town (year



5) and build a description of where they live. A lot of the language from the first term of year 6 will be recalled (location, adjectives, simple use of 'ser' /'estar') and applied to this new context. Similarly, pupils will also look at ideal town, which builds directly from ideal house and bedroom in the previous unit. By this stage, pupils will be writing increasingly longer texts with increasing independence; here they will create their own tourist brochure. In **'Out and about'**, pupils will consolidate and expand sports, hobbies and justified opinion knowledge from year 5 and practice making arrangements. Pupils will also review weather and apply this to describing free time activities in different weathers. Students will review and redevelop their tourist brochures from the previous unit to now include weather and free time activities.

Assessment of MFL

There will be no summative assessment in MFL, but ongoing formative assessment should be linked to the MFL curriculum. This assessment will be carried out by the class teachers.

Our Curriculum

High quality MFL teaching in primary school is our ultimate goal. This forms part of a larger progressive curriculum into KS3 and KS4. In their study of languages, pupils will develop their understanding and awareness of vocabulary and opinions, manipulating language and accuracy in grammar and spelling, by:

- learning languages on a 'loop'. Our series of lessons and units enable pupils to constantly revisit and build on prior knowledge, with each year group's knowledge building upon the previous learning. Recall is continuous so that knowledge is steadily built.
- building knowledge effectively with a consistent approach to our lessons. We aim to develop listening, reading, speaking, and writing skills simultaneously; each lesson will cover these four skills equally.
- ensuring substantive and disciplinary knowledge are explicitly taught and blended in teaching and planning as both are necessary for progress in learning. By substantive knowledge we mean the key content of each unit, for example key vocabulary to describe yourself physically. By disciplinary knowledge we mean the linguistic skills necessary to use their substantive knowledge effectively, for example adjective agreement related to physical description. Students will develop understanding of grammar and phonics as part of the disciplinary knowledge they need to become independent language learners.
- Agreeing units of work that have been specifically chosen to reflect the KS3 curriculum so that a solid foundation is created, and knowledge continues to be revisited
- regular exposure to songs, poems, games and stories to create enthusiasm for language learning. All lesson resources and planning materials are detailed and include voice overs to cater for the non-specialist and Primary.

Responsibility for Teaching the Programme

Class Teachers will hold responsibility for teaching specific elements of languages. This can be during lesson time or in the day to day routine of the classroom.

Headteacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

MFL Subject Lead

The MFL Subject Lead alongside the Headteacher has a general responsibility for supporting members of staff in the implementation of this policy and will manage the dissemination of information relating to MFL and the provision of in-service training.



Monitoring and Evaluation

The MFL Subject Lead will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be quality assured using questionnaires / response sheets or by discussion with pupils, staff and parents. The results of the evaluation will be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

This policy will be reviewed every year by the Headteacher, MFL Co-ordinator, the Governing Body and Staff.

The next review date is January 2026