

# Hollinhey Primary School



## Modern Foreign Languages (M.F.L.) Policy

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## HOLLINHEY PRIMARY SCHOOL

### Modern Foreign Languages Policy

#### Aims

**The National Curriculum for French aims to ensure that all children:**

- 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
- help children develop their awareness of cultural similarities and differences
- discover and develop an appreciation of a range of writing in the language studied.

#### Intent

Learning a foreign language is a necessary part of being a member of a multi-cultural society and provides an opening to other cultures. A high-quality languages education should foster children's curiosity and deepen their understanding of the world. The teaching should enable children 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 children to study and work in other countries.

In line with our values at Hollinhey, our curriculum intent for the teaching and learning of French is:

**Honesty:** to encourage resilience, perseverance and an acceptance that mistakes are an important part of learning. We give each pupil a chance to believe in themselves and be able to feel secure and supported when attempting to communicate in a different language

**Effort:** to ensure that all pupils have a chance to try hard to increase their knowledge and understanding of the French language and put effort into building success

**Achievement:** to promote that it is a valuable skill to be able to communicate effectively with others in another language so they will be engaged and prepared to continue language learning at Secondary School

**Respect:** to grow confidence to explore, other countries, cultures and languages, in our multilingual, diverse and global society in order to respect and celebrate differences

**Tolerance:** to accept the validity of different languages, cultures and ideas.

### **Implementation**

At Hollinhey Primary School KS2 pupils are taught French weekly by either their class teacher or a specialist French teacher and every year the whole school experiences an off-timetable day celebrating languages and culture. Our MFL curriculum has been designed to progressively develop skills in French (See our Progression Document) This ensures children acquire a bank of vocabulary organized around topics and development is progressive as they build on previous knowledge from units already studied. The curriculum is resourced from a number of places including [www.rachelhawkes.com](http://www.rachelhawkes.com), [www.lightbulblanguages.co.uk](http://www.lightbulblanguages.co.uk) and Oak National Academy.

In line with the National Curriculum for MFL, pupils at Hollinhey Primary school are taught 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. develop some understanding of phonetical and grammatical French to aid pronunciation and spelling
4. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
5. speak in sentences, using familiar vocabulary, phrases and basic language structures
6. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
7. present ideas and information orally to a range of audiences
8. read carefully and show understanding of words, phrases and simple writing
9. appreciate stories, songs, poems and rhymes in the language
10. broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
11. write phrases from memory, and adapt these to create new sentences, to express ideas clear
12. describe people, places, things and actions orally and in writing
13. understand basic grammar appropriate to the language being studied, including feminine, 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.

### **Impact**

With the high quality first teaching of French taking place, we will see the impact of the subject in the following ways:

- Pupils will become aware that a language has a structure, and that the structure differs from one language to another.
- Pupils will develop their language and communication through development of the four key skills of speaking, listening, reading and writing.
- Pupils will enrich their language learning by developing an understanding of the French culture.
- Pupils will transfer to KS3 effectively and successfully and will be well prepared to continue and develop their language skills.

### **Adaptation and SEN**

We teach French to all children, whatever their ability. We do this by setting suitable learning challenges and responding to each child's different needs. In order to ensure that children with special educational needs achieve to the best of their ability, it may be necessary to adapt the delivery of the French curriculum for some pupils. This may be through providing extra support or adapting learning resources and equipment as necessary.

### **Extra opportunities**

We celebrate Modern Foreign Languages each year as one of the school's specialist curriculum days. Every child is immersed in the language and culture of France through engaging activities and visitors to our school.

### **Roles and responsibilities**

The subject leader is expected to:

- Ensure that the subject is regularly discussed, reviewed and monitored within the school
- Keep resources up-to-date and relevant, particularly in preparation for each unit of work.

- Promote MFL good practice through the school.
- Set a good example of MFL practice.
- Support long term planning for the whole school.
- Monitor and evaluate MFL through the school.
- Provide INSET where necessary.
- Liaise with other primary and secondary schools.
- Promote MFL's high profile in the school.

### When the policy will be reviewed

October 2025

### Appendix – Progression document

Skills & DfE Attainment Targets	Year 3	Year 4	Year 5	Year 6
<p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> </ul>	<p>To listen and respond to familiar spoken words and phrases.</p>	<p>To listen and respond to familiar words and phrases by joining in.</p> <p>To listen out for specific phonemes, words and phrases.</p> <p>To use knowledge of prior learning to work out the meaning of some new words.</p>	<p>To listen attentively and begin to understand more complex sentences.</p>	<p>To listen carefully and respond to the main points / opinions in short spoken texts.</p> <p>To understand longer more complex pieces of information.</p>
<p><b>Ideas for Learning:</b></p>	<ul style="list-style-type: none"> <li>• Numbers to 20 –begin to know up to 31.</li> <li>• Basic classroom instructions</li> <li>• Basic greetings</li> </ul> <p>e.g. Hold up a picture / Respond to different pictures</p> <p>Count to 20 and respond appropriately to number games and activities. Begin to understand numbers 20 – 31.</p> <p>Understand and respond to a range of classroom instructions e.g. <i>écoutez, fermez vos cahiers</i> etc.</p>	<ul style="list-style-type: none"> <li>• Numbers to 31 and multiples of 10 up to 100.</li> <li>• Further classroom instructions.</li> <li>• Greetings and getting to know you – age, where you live, likes and dislikes.</li> </ul> <p>Understand higher numbers including multiples of 10 e.g. in prices, dates, numeracy activities, telling the time.</p> <p>Listen to up to three simple sentences using familiar vocabulary and answer questions and English e.g. How old is Nicole?</p> <p>Respond to a wider range of classroom instructions e.g. Open the window/door, you are going to work in groups, I'd like 2 volunteers, put your hand up when you hear the sound .....</p>	<ul style="list-style-type: none"> <li>• Numbers to 100</li> <li>• Listening to texts / conversations about money.</li> <li>• French alphabet.</li> <li>• Further greetings to include emotions.</li> </ul> <p>To figure out the key ideas in a story or poem.</p> <p>To work out higher numbers for dates / prices e.g. toys in the pocket money unit.</p> <p>To recognise letters of the alphabet.</p> <p>To be able to follow simple instructions.</p>	<ul style="list-style-type: none"> <li>• Using knowledge of numbers to listen and respond to the time.</li> <li>• Greetings with emotions and reasons to explain those emotions.</li> </ul> <p>To listen to longer texts / stories - not always by the teacher e.g. presentations online / poems online etc with native French speakers</p> <p>To listen and respond to numbers in other concepts e.g. dates and time, measurements / quantities.</p> <p>To listen to conversations between people and describe their feelings.</p>

Skills & DfE Attainment Targets	Year 3	Year 4	Year 5	Year 6
<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>present ideas and information orally to a range of audiences</li> </ul>	<p>Communicate with others using simple words, phrases and short sentences.</p> <p>Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</p>	<p>To communicate by attempting to ask and answer questions.</p> <p>Present short pieces of information.</p> <p>To develop the patterns and sound of language to help develop accurate pronunciation and intonation.</p>	<p>To engage in short conversations: ask and answer questions and express opinions.</p> <p>To use simple conjunctions to build more complex spoken sentences (et, mais, parce que)</p> <p>To prepare a performance of a song / poem to an audience.</p>	<p>To initiate and sustain longer conversations.</p> <p>To describe pieces of information.</p> <p>To begin to use the past tense.</p> <p>To present to an audience.</p>
<p>Ideas for Learning:</p>	<ul style="list-style-type: none"> <li>Basic greetings</li> <li>Name, age, where you live</li> <li>Simple likes and dislikes – colours / food.</li> </ul> <p>Use simple greetings, ask and respond to how you are</p> <p>To say your name, age and where you live.</p>	<ul style="list-style-type: none"> <li>Further greetings.</li> <li>Use nouns and adjectives to talk about themselves e.g. I have brown hair.</li> <li>Talk about hobbies and interests e.g. I like football.</li> </ul> <p>To describe a situation for example, how you travel to school.</p> <p>To begin to give opinions e.g. express likes / dislike of different colours.</p>	<ul style="list-style-type: none"> <li>To use conjunctions when saying sentences e.g. I have brown hair and blue eyes. I like apples but I don't like pears.</li> <li>Take part in conversations expressing likes and dislikes.</li> <li>To give simple instructions e.g. directions / recipes.</li> </ul> <p>To take part in conversations to express personal preferences e.g. I like the skateboard but I don't like the football.</p> <p>To present information e.g. Venus is a planet next to <u>Earth</u>.</p>	<ul style="list-style-type: none"> <li>To describe time linking to daily activities e.g. I get up at 7am.</li> <li>Justify opinions e.g. I like netball because it is fun.</li> <li>Provide descriptions of towns and countries.</li> <li>Speak about things in the past – Yesterday I ate.....The weather was.....</li> </ul> <p>To use numbers to say the time.</p> <p>To use conversation language to describe where you live / what is in a town.</p> <p>To give opinions with reasons e.g. I like chocolate because it's smooth and tasty.</p> <p>To begin to describe events that took place in the past tense.</p>

Skills & DfE Attainment Targets	Year 3	Year 4	Year 5	Year 6
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> </ul>	<p>Recognise and understand some familiar written words and phrases.</p> <p>Show awareness of sound-spelling links</p>	<p>Read and understand words, phrases and simple texts.</p> <p>To begin to appreciate stories, songs, poems and rhymes in French.</p> <p>Follow a text whilst listening and reading at the same time.</p>	<p>To begin to read and comprehend longer texts including stories and poems.</p> <p>Read a range of texts with new vocabulary and vocabulary from prior learning.</p>	<p>To read aloud from a text using expression.</p> <p>To read and comprehend short passages of text.</p> <p>To use a dictionary with confidence to aid understanding.</p>
<p>Ideas for Learning:</p>	<ul style="list-style-type: none"> <li>Classroom Items</li> <li>Animals (pets)</li> <li>Basic adjectives e.g. size and colour</li> </ul> <p>Read and understand familiar nouns e.g. items in a pencil case / different animals. Extend to adjectives e.g. colours</p>	<ul style="list-style-type: none"> <li>Parts of the body</li> <li>Describing the colour / size of animals in a story / text.</li> </ul> <p>To begin to read simple texts such as Jack and the Beanstalk and make comments on the events in the story.</p> <p>Use strategies to work out new vocabulary.</p>	<ul style="list-style-type: none"> <li>Animals – extend range from Y3/4</li> <li>Weather</li> <li>Planets</li> <li>Stories / poetry.</li> </ul> <p>To read information from a range of sources e.g. stories, songs, poems and non-fiction e.g. short passages about the planets.</p> <p>These texts should include familiar and new words.</p>	<ul style="list-style-type: none"> <li>Weather Forecasts</li> <li>Town and Country descriptions</li> <li>Daily Routines</li> <li>Menus</li> </ul> <p>To read unfamiliar texts with appropriate expression and attempt the correct pronunciation. (e.g. a Paris)</p> <p>When presented with short texts, show understanding of key ideas.</p> <p>To use a dictionary to look up unfamiliar words.</p>

Skills & DfE Attainment Targets	Year 3	Year 4	Year 5	Year 6
<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• <i>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</i></li> <li>• <i>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</i></li> <li>• <i>describe people, places, things and actions orally* and in writing</i></li> </ul>	<p>Write some simple words using modelling and some from memory.</p>	<p>To write phrases based on modelled ideas and to extend by writing from memory.</p>	<p>To write sentences and short texts based on models.</p> <p>To use a dictionary to check spelling and extend written vocabulary.</p>	<p>To write sentences and paragraphs using models and extend to write from memory using grammatically correct structures where possible.</p>
<p>Ideas for Learning:</p>	<ul style="list-style-type: none"> <li>• <b>Write basic greetings.</b></li> <li>• <b>Simple phrases about animals.</b></li> <li>• <b>Sentences about food and drink.</b></li> </ul> <p><i>Write simple noun phrases e.g. a green frog, Fill in gaps of short descriptions.</i></p>	<ul style="list-style-type: none"> <li>• <b>Further greetings</b></li> <li>• <b>Simple sentences about themselves and other people.</b></li> </ul> <p><i>To begin to write short sentences about an idea or story e.g. He is a small boy.</i></p>	<ul style="list-style-type: none"> <li>• <b>Toys and Pocket Money</b></li> <li>• <b>Sports</b></li> <li>• <b>Weather</b></li> </ul> <p><i>Write a few simple sentences linked to an idea e.g. pocket money and toys, the planets or the weather.</i></p> <p><i>Children to attempt to add simple conjunctions e.g. and, but etc.</i></p>	<ul style="list-style-type: none"> <li>• <b>Towns and countries</b></li> <li>• <b>Time</b></li> <li>• <b>Daily routines</b></li> <li>• <b>Café dialogue</b></li> </ul> <p><i>To write a short text based on a modelled idea e.g. describing where you live. To use adjectives where possible and demonstrate an awareness of gender agreement.</i></p>