

MFL

Modern Foreign Languages

Intent

The MFL Policy at North Marston CE Primary School is designed to reflect the primary MFL entitlements.

At North Marston CE Primary, there is a belief that the acquisition of a language is part of a broader curriculum involving language and culture

We believe that the skills, knowledge and understanding gained through learning a new language make a major contribution to the development of children's racy 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, and learning another language can do a great deal to shape children's ideas in this area as well as giving them a new perspective on their own language.

Language teaching at North Marston Primary School intends to provide opportunities for the children to

- Foster an interest in learning other languages.
- Have fun.
- Understand that language has a structure, and that the structure differs from one language to another.
- Develop their awareness of cultural differences in other countries.
- Develop their speaking and listening skills

Implementation

North Marston Primary School provides French language learning in Years 3, 4, 5 and 6. Each class has 1 x 30minute MFL lessons which is taught on a weekly basis

A variety of language teaching methods are used to match groups and individuals with different learning styles, these include games, role-play, use of a range of media and songs.

The lessons are made as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages.

At North Marsaton CE Primary School, there is a clear progression of skills and understanding that builds through Key Stage based on the National Curriculum Programme of Study.

Teachers plan lessons with access to the Salut! Scheme of Work, which supports staff in ensuring that their delivery of French is accurate, even if they are not a French speaker themselves.

This planning takes account of prior learning and builds on this. At each stage, the teacher will refer to prior learning and carry out informal assessment of children's stage of development before moving on.

Impact

The intended impact of the MFL Curriculum is that the majority of children in each year group are working at or above the expected level for their age. (At the end of each unit, the teacher will carry out assessment linked to the progression in skills document)

In addition, it is the intended impact that the children:

- are inspired by the MFL Curriculum and want to learn more
- show the progression in their skills, knowledge and understanding in the work in their books.
- can discuss their learning and remember what they have learnt.
- learn about the country France and what it is like to live in this country.