

# NANTWICH PRIMARY ACADEMY and NURSERY

PRINCIPAL – SUE SPENCE

## Modern Foreign Language Policy



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## **1. INTENT**

To enable our children to celebrate and welcome differences in our world, it is vital they have an understanding of different languages and countries. By introducing and exposing our children to this they will have a deepened ability to show respect and play a valuable part in our global society. To achieve this end point we aim, through our Modern Foreign Languages curriculum, to inspire a love of language as part of their lifelong journey of learning.

Our aims here at Nantwich Primary Academy in teaching a language are:

- To develop an interest in learning other languages.
- To introduce young children to another language in a way that is enjoyable and stimulating.
- To encourage children's confidence and creative skills through the exploration of another language.
- To stimulate and encourage children's curiosity about language.
- To help children develop their awareness of cultural differences in other countries.
- To develop listening, speaking, reading and writing skills.
- To lay the foundations for future language learning.

Through our MFL (Modern Foreign Language) curriculum at Nantwich Primary Academy we aim to give our pupils the life-skills that will enable them to embrace and utilise an additional language in a creative, as well as responsible and competent way in order to flourish in the wider world. We acknowledge that communication and understanding are an integral part of everyday life and that society is becoming more and more reliant on effective communication techniques to guide, innovate and develop practice in many sectors of work, education, and daily life, as well as building links across nations.

## **2. IMPLEMENTATION**

At Nantwich Primary Academy, all classes will have access to high-quality foreign language curriculum, currently through the Language Angels scheme of work and resources. This will progressively develop pupils skills in foreign languages through regularly taught and well-planned lessons. We will teach a foreign language to children in Years 3 – 6 in weekly sessions of approximately 30 minutes. Year 1 and Year 2 are exposed to early language basics in the form of greetings, colours and numbers, to help them have an awareness of the language before moving into Key Stage 2.

Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes – building blocks of language into more complex, fluent and authentic language. All teachers will know where every child is at any point in their foreign language learning journey.

Opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas can be exploited through:

- aspects of literacy such as speaking and listening skills, knowledge and understanding of grammatical structures and sentence construction;
- aspects of numeracy such as counting, calculations, the time and the date
- aspects of music such as learning traditional and modern European songs;
- aspects of PSHE such as international or multi-cultural work, for example celebration of festivals and storytelling;
- aspects of the geography and history of the world;
- aspects of art and science, by studying the work of famous painters, architects and scientists.

At our school we teach modern foreign language to all children, regardless of ability. A modern foreign language forms part of the broad and balanced education given to all children at Nantwich Primary Academy. Through our modern foreign language teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Language learning at Nantwich Primary Academy is based upon the strands outlined in the Primary Languages Framework. These are:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- 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.

### **3. IMPACT**

The opportunity to assess pupil learning and progression in the key language skills (speaking, listening, reading and writing) and against the 12 DfE Languages Programme of Study for Key Stage 2 attainment targets is provided at the end of each 6-week teaching unit. This information will be recorded and will be monitored by the Foreign Language Subject Leader who can use this data to ensure teaching is targeted and appropriate for each pupil, class and year group as well as to feedback on progress to SLT and stakeholders. Teachers will be able to record, analyse and access this data easily using the Tracking and Progression Tool that will monitor school, class and individual progress in the foreign language. Pupils will also be offered self-assessment grids to ensure they are also aware of their own progress which they can keep as a record of their progress.

Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate. Activities will contain progressively more text (both in English and the foreign language being studied) and lessons will have more content as the children become more confident and ambitious with the foreign language they are learning.

Children are expected to make good or better than good progress in their foreign language learning and their individual progress is tracked and reported to pupils and parents / carers in line with school recommendations.

### **4. CULTURAL CAPITAL**

At Nantwich Primary Academy we consistently promote the study of a foreign language (in our case, French) because of its increasing importance in both personal development and in global society. The

intention of our MFL curriculum is to develop an interest in and thirst for learning other languages. We aim to introduce the learning of the French language and the understanding of its culture in enjoyable and stimulating ways. We hope to embed the essential skills of listening, reading, speaking and writing. We aim to build the children's 'cultural capital' so that they are aware of similarities and differences between cultures. In short, we hope to lay the foundations for future language learning.

Our aims are:

- To enable children to understand and communicate in another language.
- To develop enthusiasm for language learning.
- To develop language skills and language learning skills.
- To give the children confidence in interacting with others.
- To increase the children's global awareness.
- To awaken an interest in different cultures and life-styles.
- To develop children's understanding of themselves and their culture.
- To encourage tolerance and a willingness to work co-operatively.

It is our intention to ensure that every child has access to quality teaching in MFL. Through the St Bart's Trust we have access to detailed medium plans that have been created along with a progression of skills document to enable us to deliver effective French lessons (Language Angels). It is our intention to ensure that every child has access to quality teaching in this area. We supplement it with the excellent Scheme of Work and additional powerpoint resources and videos provided for free by Rachel Hawkes ([rachelhawkes.net](http://rachelhawkes.net)).

We have recently introduced a new French Curriculum that is fun, both to teach and to learn. The National Curriculum requires children's language learning to begin in Year 3 (Key Stage 2) but our belief is to encourage and enlighten children's knowledge of French at the earliest opportunity. Drip exposure to the country and language is therefore encouraged pre-KS2.

Our KS1 children will be exposed to daily greetings and assembly instructions given in the French language which gives them time to adjust and practice their pronunciations. Speaking and listening in basic French, creates confidence building opportunities.

Our assessed lessons begin in Year 3 and continue through to Year 6. The MFL curriculum has been designed to progressively develop skills in French. All children in KS2 are taught French in a weekly discrete lesson. This is delivered by the class teacher or another qualified teacher during PPA. Pupils have the opportunity to receive a MFL book in at the commencement of Year 3 and this book stays with them throughout their French journey.

The intention for our lessons is for them to be both fun and educational. Creating opportunities for our pupils to practice their skills, is fundamental to the MFL policy. We ensure that we offer interactive resources, with children speaking, singing, listening, playing games and completing enjoyable activities.

## 5. AMBITIOUS CURRICULUM ???

APPENDIX 1 – PROGRESSION MAP

