

# **Modern Foreign Languages Policy**

## **All Saints' RC Primary School**

### **INTRODUCTION**

#### **a) Context**

This document is a statement of the aims, principles and strategies for the teaching and learning of MFL at All Saints' RC Primary School.

This policy has been written with reference to the following documents (listed alphabetically):

- Key Stage 2 Framework for Languages (DfES, 2005)
- National Curriculum in England: Languages (DfE, 2013)
- Future of Languages: The New Primary National Curriculum (Course materials, Osiris Education, April 2014)
- The Future for Primary Languages + Foreign Languages in the New Curriculum (Optimus Education)

### **LANGUAGES IN THE NATIONAL CURRICULUM**

#### **a) Background**

The new National Curriculum for Languages came into effect in September 2014. It is now compulsory at KS2, with a time requirement of up to 1 hour per week. Speaking and listening has equal status with reading and writing. As in the earlier Framework for Languages, there is an emphasis on practical communication. However, the programme of study makes no reference to cultural knowledge or understanding. Similarly, it does not list any requirements re assessment.

#### **b) Programme of Study**

“Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.”

“Pupils should be taught to:

- 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. “

### c) Attainment Targets

“By the end of Key Stage 2, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.”

### SCHOOL AIMS AND OBJECTIVES

The aims set out in the **National Curriculum** only relate to literacy and oracy, namely

“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 writing in the language studied.”

At **All Saints'** we recognise that learning a language at KS2 has a number of benefits, and this is reflected in our (additional) aims:

- To promote intercultural respect and understanding
- To increase awareness of our geographical position and role in Europe and the world
- To give pupils the skills, knowledge and understanding to communicate with native speakers of other languages
- To give pupils insight into their own language(s)
- To support further learning of the same or different languages at Key Stage 3 and beyond.

## **THE TEACHING OF MFL AT ALL SAINTS'**

### **a) Background**

French has been taught at All Saints' for many years, even before it became mandatory in September 2014. In July 2025 we decided to switch to teaching Spanish to support our newly established language exchange programme and to align with our feeder high schools where Spanish is widely taught. Teaching is delivered jointly by class teachers and a Modern Language Assistant (MLA) provided by the Local Authority. The ultimate aim is to embed Spanish into the classrooms, with class teachers consolidating MFL learning delivered by the MLA. It has to be recognised that teaching languages can be challenging unless teachers feel confident and supported and/or have good subject knowledge.

### **b) Organisation**

The Spanish curriculum with the MLA will be timetabled as follows;

Early Years (EY) and Key Stage 1 (KS1) - 20 min lesson

Lower Key Stage 2 (LKS2) - 30 min lesson

Upper Key Stage 2 (UKS2) - 40 min lesson

Class teachers in KS2 will consolidate learning via an additional 30 minutes during the rest of the school week.

### **c) Scheme**

To support delivery of Spanish we have invested in a new digital scheme of work called Primary Languages Network (PLN). A Virtual Learning Environment which readily meets all the requirements of the National Curriculum and has a good balance of speaking, listening, reading and writing activities. It is systematic and rigorous and teaches grammar and vocabulary in context. It also includes a strong cultural element relating to Spain and other Spanish speaking countries around the world.

During our transition phase from French to Spanish we will start all KS2 classes on the Stage 1 (Y3). As confidence grows and knowledge and competencies improve we will gradually introduce each year group to their appropriate level; Stage 2 (Y4), Stage 3 (Y5), Stage 4 (Y6). This common approach will give teachers the opportunity to learn together, sharing ideas and giving feedback on the scheme.

### **d) Lessons**

Lessons are designed to be pacy, engaging and fun with an emphasis on practical activities and a good balance between reading, writing, listening and speaking.

Usually there will be one main learning objective (e.g. new vocabulary), with additional objectives such as the practice or consolidation of previous learning knowledge or skills.

New learning usually follows the sequence of teach-practice-apply-test; this may extend into the next lesson.

Teaching strategies include

- Listening and repeating
- Listening exercises (including dictation)
- Structured speaking
- Choral speaking
- Reading unknown texts (extracts, poems and stories)
- Writing sentences
- Looking for words in the dictionary
- Puzzles to test understanding
- Games for re-enforcement
- Songs & finger rhymes
- Analysing photos
- Discussing video extracts

### **e) The use of resources**

We are at the start of our learning journey in Spanish and we hope to build up a strong bank of resources in time. For now, the Primary Languages Network scheme provides what we need for KS2. In KS1 and EYFS the MLA will deliver the Trafford Book Project, a series of picture books, songs and games to encourage our youngest learners.

### **f) Opportunities for Cross-Curricular Links**

Spanish provides ample opportunities for cross-curricular links, most obviously in Geography, Music and Art, but also in History, Science, R.E. and P.S.H.E. Staff are encouraged to make links where possible.

### **g) Planning, Progression + Monitoring**

The skills, knowledge and understanding requirements have yet to be analysed

### **h) Assessment**

Feedback to pupils about their own progress is positive and constructive and is usually done in the course of a lesson. Formative and summative assessments are yet to be established. The new scheme includes end of module assessments in speaking, listening, reading, writing. Guidance notes and answers are also included.

### **i) Reporting**

Reporting to parents is done annually via a brief comment in end of year written report provided by class teacher with input from MLA.

## **REVIEW**

This policy has been updated in Autumn 2025. It will be reviewed again in Spring 2026.

*Sara Murphy Valentine*  
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