

William Reynolds Primary School

Primary Languages Policy



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Statement of intent

The intention of our MFL curriculum at William Reynolds Primary School is that pupils are taught to develop an interest in learning other languages in a way that is enjoyable and stimulating. We strive to embed the skills of speaking and listening to enable pupils to use simple French phrases and vocabulary when writing. We encourage children's confidence; we strive to stimulate and encourage pupil's curiosity about language. We aim to build the children's 'culture capital' so that they are aware of similarities and differences between cultures.

William Reynolds Primary School understands that learning a foreign language provides a valuable educational, social and cultural experience for our pupils. It will also create potential opportunities in the future for studying and working abroad.

1. Legal framework

- 1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
 - Education Act 2002
 - Equality Act 2010
 - DfE (2013) 'Languages programmes of study: key stage 2'
- 1.2. This policy operates in conjunction with the following school policies:
 - Homework Policy
 - Marking and Feedback Policy
 - Behaviour and discipline Policy
 - Equality Policy
 - Teaching, Learning and assessment Policy
 - Special Educational Needs and Disabilities (SEND) Policy

2. Aims

- 2.1. By the time pupils leave the school, they will be able to:
 - 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.
 - Write at varying length, for different purposes and audiences, using a variety of grammatical structures that they have learnt.
 - Discover and develop an appreciation of a range of writing in the language studied.

3. Roles and responsibilities

- 3.1. The headteacher is responsible for:
 - Holding the subject leader to account for pupils' attainment in languages.

- Assisting the subject leader in reviewing and updating this policy annually.
- Supporting the subject leader in identifying CPD opportunities for themselves and classroom teachers.
- Promoting the needs of all pupils and ensuring they can access a well-rounded and inclusive curriculum.

3.2. The subject leader is responsible for:

- Holding classroom teachers to account for pupils' attainment in languages.
- Carrying out lesson observations to ensure the school's expectations and aims are being adhered to.
- Supporting classroom teachers in identifying CPD opportunities for themselves.
- Attending training courses and undertaking CPD to improve their own practice.
- Teaching lessons and providing cover for absent classroom teachers where necessary.
- Identifying areas for improvement for the languages curriculum and ensuring these are included as part of the SDP.
- Keeping abreast of, and informing classroom teachers about, new developments in the curriculum, and assisting in the implementation of these.
- Supporting classroom teachers and TAs to effectively develop pupils' capabilities.
- Working with classroom teachers to plan lessons and ensure continuity between year groups.
- Working with the SENDCO and other relevant members of staff to ensure the languages curriculum is accessible to all pupils.

3.3. Classroom teachers are responsible for:

- Working with the subject leader to ensure the high-quality delivery of the languages curriculum.
- Reporting on pupils' progress at parents' evenings and in end of year reports.

- Undertaking additional training and CPD to improve practice.
- Planning engaging and interesting lessons for pupils.
- Working with the subject leader to ensure continuity between year groups.
- Ensuring all pupils can access the curriculum in accordance with the relevant school policies.
- Promoting and adhering to this policy and its aims.

4. The curriculum

4.1. Pupils in KS2 will 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 conjunction 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.

5. Cross-curricular links

- 5.1. Wherever possible, the languages curriculum will be used to provide opportunities to establish links with other curriculum areas.

History

- 5.2. The history curriculum looks at global events and how these have affected modern life.

PSHE

- 5.3. In PSHE, pupils will be taught about different cultures to expand their knowledge of the world and the people within it.

RE

- 5.4. While studying RE, pupils will be taught about the religions followed in different countries and how religious practices vary in other cultures.

6. Assessment and reporting

- 6.1. Assessment and reporting in languages are carried out in accordance with the school's Marking and Feedback Policy.

- 6.2. Parents are updated on their children's progress in languages during parents' consultations and in end of year reports.

- 6.3. The school utilises a mixture of assessment techniques to ensure the abilities of all pupils are effectively evaluated.

- 6.4. Assessment data is used to support feedback in end of year reports and at parents' consultations.

7. Planning and teaching

- 7.1. The subject leader oversees all planning and teaching by observing lessons, participating in planning sessions with classroom teachers and carrying out book scrutiny and pupil voice.

- 7.2. All classroom teachers are supported with using the Primary Languages Network (PLN).

- 7.3. Classroom teachers are encouraged to collaborate and work together to ensure continuity between year groups, and that engaging lessons take place.

- 7.4. The subject leader and classroom teachers will use their own expertise in conjunction with the PLN to enhance and build on the aims of the national curriculum.
- 7.5. Planning and teaching are undertaken in accordance with the school's Teaching, Learning and Assessment Policy.
- 7.6. Classroom teachers will utilise the following teaching methods:
 - Sharing objectives and success criteria with pupils to ensure they understand what is expected of them
 - Relating aspects of the language being taught to pupils' existing knowledge
 - Using a variety of learning activities, e.g. songs, stories, games and role-play
 - Preparing tasks for pupils to complete individually and in groups

8. Resources

- 8.1. The subject leader allocates the budget for the following school year.
- 8.2. The subject leader will identify any resources or materials that need to be ordered.
- 8.3. Each classroom has basic resources and materials, e.g. textbooks and dictionaries, which classroom teachers are responsible for maintaining.

9. Inclusion

- 9.1. The school is committed to ensuring pupils of all backgrounds and abilities can access the languages curriculum.
- 9.2. The subject leader will review the content of the curriculum and any relevant assessment or teaching practices, and make sure any necessary reasonable adjustments are arranged so all pupils can access the school's languages curriculum.
- 9.3. Tasks are adapted to ensure pupils of all abilities are challenged.
- 9.4. Reasonable adjustments are made by the subject leader in collaboration with the SENDCO and other relevant members of staff.
- 9.5. Pupils with EAL will be supported in accordance with the English as an Additional Language (EAL) Policy.

10. Monitoring and review

- 10.1. This policy is reviewed every 3 years by the subject leader.
- 10.2. The subject leader will communicate all updates to this policy to the relevant classroom teachers.
- 10.3. The next scheduled review date for this policy is March 2025.

MFL Whole School Progression document

Year Group	Year 3	Year 4	Year 5	Year 6
Core skill				
Reading	<p>Can recognise and read out a few familiar words and phrases.</p> <p>Can make links with English or known language to work out the meaning of new words.</p> <p>Can start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled.</p>	<p>Can understand simple written phrases.</p> <p>Can match sounds to familiar written words.</p> <p>Can use context to predict the meaning of new words.</p> <p>Can begin to use a bilingual dictionary to find the meaning of individual words in French and English.</p>	<p>Can understand the main point(s) from a short-written passage.</p> <p>Can use bi-lingual dictionaries independently.</p> <p>Can apply phonic knowledge to find, understand and/or produce spoken and written words.</p> <p>Can read and show understanding of simple sentences containing familiar/unfamiliar language.</p>	<p>Can understand the main points and simple opinion of a longer written passage (e.g., letter, recipe, poem, story, an account).</p> <p>Can use a bilingual dictionary to access unfamiliar language.</p> <p>Can read the text of songs and rhymes and identify patterns of language and link sound to spelling.</p>
Writing	<p>Can write or copy a few simple words or symbols.</p> <p>Can use familiar vocabulary to write a short sentence using a language scaffold.</p> <p>Can replace familiar vocabulary in short phrases written from memory to create new short phrases.</p>	<p>Can spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.</p>	<p>Can write two or three short sentences as a personal response, using reference materials / with support.</p> <p>Can attempt to use nouns and adjectives and show awareness of the use of conjugation of some commonly used and regular verbs in the present tense.</p> <p>Can replace vocabulary in sentences written from memory to create new sentences.</p>	<p>Can write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verb in the present tense on a familiar topic using reference materials, support if necessary.</p> <p>Can use a wider range of descriptive language in their descriptions of people, places, things and actions.</p>
Listening	<p>Can understand a few familiar spoken words and phrases.</p> <p>Can listen and show understanding of single words through physical response.</p> <p>Can listen and identify specific words in songs and rhymes and demonstrate understanding.</p>	<p>Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.</p> <p>Can listen and identify specific words and phrases in songs and rhymes and demonstrate understanding.</p>	<p>Can listen and show understanding of simple sentences containing familiar words through physical response.</p> <p>Can listen and understand the main points from short, spoken material in the target language.</p> <p>Can listen and identify rhyming words and specific sounds in songs and rhymes.</p>	<p>Can listen and understand the main points and some detail from short, spoken material in French.</p>
Speaking	<p>Can say/repeat a few words and short simple phrases.</p> <p>Can name objects and actions and may link words with a simple connective.</p> <p>Can begin to identify individual sounds in words and pronounce accurately when modelled.</p> <p>Can start to recognise the sound of some letter strings in familiar words and pronounce when modelled.</p>	<p>Can ask and answer simple questions and give basic information.</p> <p>Can pronounce familiar words and some new words accurately.</p> <p>Can listen and show understanding of short phrases through physical response.</p> <p>Can speak about everyday activities and interests and refer to recent experiences or future plans.</p> <p>Can begin to pronounce words accordingly.</p>	<p>Can ask and answer simple questions on several topics using a scaffold of responses.</p> <p>Can express simple opinions.</p> <p>Can take part in brief pre-prepared tasks such as short presentations and role plays.</p> <p>Can adapt intonation to ask questions or give instructions.</p> <p>Can say a longer sentence using familiar language.</p> <p>Can pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules.</p> <p>Can appreciate the impact of accents and apply increasingly confidently when pronouncing words.</p>	<p>Can take part in a simple conversation without prompts.</p> <p>Can express a wider range of opinions and begin to provide some simple justification.</p> <p>Can use familiar vocabulary to say several longer sentences using a language scaffold.</p> <p>Can vary language and produce extended responses.</p> <p>Can adapt intonation, for example questions and exclamations.</p> <p>Can start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules.</p>

MFL Whole School Progression document

Grammar	<p>Show awareness of word classes - nouns, adjectives, verbs and connectives and be aware of similarities in English.</p> <p>Name the first and second person singular subject pronouns.</p> <p>Use the correct form of some regular and high frequency verbs in the present tense with first and second person.</p> <p>Show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use.</p> <p>Recognise and use the first-person possessive adjectives (mon, ma, mes).</p>	<p>Identify word classes.</p> <p>Name the gender of nouns and the indefinite and definite articles for both genders and use correctly.</p> <p>Say how to make the plural form of nouns.</p> <p>Recognise and use partitive articles (du, de la, de l', des)</p> <p>Use a simple negative form (ne... pas);</p> <p>Give different forms of a high frequency verb (aller - to go)</p> <p>Use simple prepositions in sentences.</p> <p>Use the third person singular and plural of the verb 'être' in the present tense.</p>		<p>Demonstrate understanding of gender and number of nouns and use appropriate determiners.</p> <p>Name and use a range of conjunctions to create compound sentences.</p> <p>Demonstrate the use of first-, second- and third-person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement.</p> <p>Explain and use elision; state the differences and similarities with English.</p> <p>Recognise and use the simple future tense of a high frequency verb; compare with English.</p> <p>Recognise and use the immediate future tense of familiar verbs in the first, second and third person singular.</p> <p>Recognise and use the first- and third-person singular possessive adjectives (mon, ma, mes, son, sa, ses).</p>		<p>Explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence.</p> <p>Use some adverbs.</p> <p>Recognise and use a range of prepositions.</p> <p>Follow a pattern to conjugate a regular verb in the present tense.</p> <p>Choose the correct tense of a verb according to context.</p> <p>Use the third person plural of a few high frequency verbs in the present tense.</p> <p>Name all subject pronouns and use to conjugate a high frequency verb in the present tense.</p> <p>Recognise and use a high frequency verb in the perfect tense and compare with English.</p>		
Vocabulary - Autumn	<p>Bonjour - Au revoir Ca va? Comment t'appelles-tu? C'est de quelle couleur? C'est quel jour aujourd'hui? Quand est ton anniversaire?</p>	<p>Hello - Goodbye How are you? What is your name? What colour is this? What day is it today? When is your birthday?</p>	<p>Bienvenue Voici... As-tu...? Tu as... J'ai Je n'ai pas...</p>	<p>Welcome Here is... Do you...? You have... I have I don't have</p>	<p>Je suis... Tu aimes...? Tu préfères...? J'aime... Je n'aime pas... J'adore... Je préfère...</p>	<p>I am... Do you like...? Do you prefer...? I like... I don't like... I love... I prefer...</p>	<p>Quelle heure est-il? Il est ___ heure(s) Quand tu te leèves? Quand te manges tu? Je mange... Je me lève... Je vais... Je rentre...</p>	<p>What time is it? It is ____ What time do you get up? What time do you eat? I eat... I get up... I go... I come home...</p>
Vocabulary - Spring	<p>Tu aimes...? Quel âge as-tu?</p>	<p>Do you like...? How old are you?</p>	<p>Qui es-tu? Je suis... De quelle couleur est...? De quelle couleur sont? Le/la... est... Les... sont...</p>	<p>Who are you? I have... What colour is... Which colour is... It is They are</p>	<p>Vous désirez? Avez-vous...? Qu'est-ce que tu voudrais? Qu'est-ce que tu portes? Je porte...</p>	<p>Do you want? Have you got...? What would you like? What are you wearing? I am wearing...</p>	<p>Je n'aime pas car c'est... J'aime car c'est...</p>	<p>I don't like it because it is I like it because it is</p>
Vocabulary - Summer	<p>Je voudrais... S'il vous plaît Merci J'ai faim Où habites-tu? Et toi? Il y a...</p>	<p>I would like... Please Thank you I am hungry Where do you live? And you? There are...</p>	<p>Qu'est-ce qu'il ya? Je ne me sens pas bien. J'ai mal Qu'est-ce que tu peux voir? Quel temps fait-il? Il fait...</p>	<p>What's the matter? I don't feel well I am in pain What can you see? How is the weather? It is...</p>	<p>On peut + verbs Ca va être + opinions Il y a...</p>	<p>We can... It will be... There are...</p>	<p>Je prends... Encore s'il vous plaît</p>	<p>I take... More please</p>