



Modern Foreign Language Policy

Introduction

The study of Languages prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly carried out in languages other than English. Pupils use languages to communicate information responsibly and creatively. They learn how to use languages to enable access to ideas and experiences from a wide range of people, communities and cultures. In addition, understanding a modern foreign language increases a child's understanding of their own language. The process of learning a foreign language reinforces fluency and understanding of grammar, syntax, sentence structure and verbal precision. Increased capability in the use of languages can also promote initiative and independent learning and encourages diversity within society.

The aims of MFL teaching

To enable children to:

Ensure every child has the opportunity throughout Key Stage 2 to study a foreign language and develop their interest in the culture of other nations.

- Ensure pupils' learning is enriched in a broad curriculum to which languages contribute.
- Ensure pupils have access to high quality teaching and learning opportunities, making use of native speakers from the Language Angels scheme of work.
- Provide language teaching informed by the 5 ECM outcomes – Listening, Speaking, Reading, Writing and Cultural Understanding.
- Help teachers to develop the confidence and competence to teach Languages effectively.

Intent

At Roebuck Academy, we teach a foreign language to all children in Key Stage 2 as part of the school curriculum. The current focus language is French.

Children at Roebuck Academy really enjoy learning to speak in another language. We believe that the earlier a child is exposed to a foreign language, the faster the language is acquired as children tend to be less self-conscious about speaking aloud at this stage of their development. The learning of another language also has a direct positive impact on literacy skills in English. The study of languages prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly carried out in languages other than English.

The four key language learning skills; listening, speaking, reading and writing are taught and all necessary grammar is covered in an age-appropriate way across the primary phase. In addition, the children are taught how to look up and research language they are unsure of, and they will have a bank of reference materials to help them with their spoken and written tasks going forward.

The intent is that all pupils develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language also offers pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that all children work towards becoming life-long language learners.

Implementation

All classes have access to a high-quality foreign language curriculum using the Language Angels scheme of work and resources. This progressively develops pupil skills in foreign languages through regularly taught and well-planned lessons in KS2 which will be taught by class teachers. Three Language Angels units are taught over the school year, allowing for flexibility in planning and delivery.

Children progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes.

The planning of different levels of challenge and which units to teach at each stage of the academic year are reviewed in detail annually as units are updated and added to the scheme. Lessons offering appropriate levels of challenge and stretch are taught at all times to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for the language they are learning.

Each teaching unit is divided into 6 fully planned lessons.

- Each unit and lesson have clearly defined objectives and aims.
- Each lesson incorporates interactive whiteboard materials to include ample speaking and listening tasks within a lesson.

- Lessons incorporate challenge sections and desk-based activities that are offered with levels of stretch and differentiation.
- Reading and writing activities are offered in all units. Some extended reading and writing activities are provided so that native speakers can also be catered for.
- Every unit includes a grammar concept which increases in complexity as pupils move from Early Language units, through Intermediate units and into Progressive units.
- Extending writing activities are provided to ensure that pupils are recalling previously learnt language.

Impact

As well as each subsequent lesson within a unit being progressive, the teaching type organisation of Language Angels units guarantees progressive learning and challenge. Units increase in level of challenge, stretch and linguistic and grammatical complexity as pupils move from Early Learning units through Intermediate units and into the most challenging progressive units. Activities contain progressively more text (both in English and the foreign language being studied) and lessons have more content as the children become more confident and ambitious with the foreign language they are learning.

Pupils continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language is recycled, revised, recalled, and consolidated whenever possible and appropriate.

Teachers have a clear overview of what they are working towards and if they are meeting these criteria. They use the long-term planning documents provided in the form of Language Angels unit planners to ensure the correct units are being taught to the correct classes at each stage of the school year.

Pupils are aware of their own learning goals and progression as each unit offers a pupil friendly overview so that all pupils can review their own learning at the start and at the end of each unit. This allows pupils to articulate if they have or have not met their learning objectives.

Resources

The Language Angels scheme is a fully online resource enabling all teachers in all classes to have instant and continuous access to all the resources they need to teach whichever lesson they choose. The MFL subject leaders are responsible for maintaining resources, monitoring their use and organising storage. Resource purchasing is in accordance with normal school procedures and is based upon the MFL budget.

Monitoring and Review

It is the responsibility of the MFL subject leaders to monitor the standards of children's work and the quality of teaching in MFL. The MFL subject leaders are also responsible for supporting colleagues in the teaching of French, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The MFL subject leaders give the Senior Leadership Team an annual summary report in which the strengths in the subject are evaluated and areas for further improvement are indicated. The MFL subject leaders have specially allocated time for fulfilling the vital task of scrutinising planning, analysing samples of children's work and visiting classes to observe teaching in the subject.

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