

POLICY DOCUMENT: MODERN FOREIGN LANGUAGES

This policy was approved by Governors on 15th January 2026 and will be reviewed in the Spring Term 2027

1. Introduction

- 1.1 The purpose of this document is a statement of the purpose, nature and management of the teaching and learning of languages throughout the school.
- 1.2 The teaching and learning of languages helps to develop children's linguistic competence by enhancing their listening, speaking, reading and writing skills.
- 1.3 This document reflects the consensus of opinion of all teaching staff who have a responsibility for implementing the policy.

2. The Nature of Teaching and Learning languages

- 2.1 The learning of a foreign language provides a valuable educational, social and cultural experience for the pupils.
- 2.2 Pupils develop communication and literacy skills that lay the foundation for future language learning.
- 2.3 They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between modern foreign languages and English.
- 2.4 Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others.
- 2.5 The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

3. Aims and Objectives

The aims and objectives of learning a Modern Foreign Language in primary school are to:

- foster an interest in learning other languages;
- introduce children to another language in a way that is enjoyable and fun;
- stimulate and encourage children's curiosity about language;
- encourage children to be aware that language has structure and that the structure differs from one language to another;
- help the children develop their awareness of cultural differences in other countries;
- develop their speaking and listening skills;
- lay the foundations for future study;
- extend language teaching beyond mother tongue learning.

NAVENBY CHURCH OF ENGLAND PRIMARY SCHOOL

4. Knowledge, skills and understanding

4.1 In the early stages of language learning, pupils might be taught:

- how to use and respond to the foreign language;
- how to listen carefully in order to discriminate sounds, identify meaning and develop auditory awareness;
- correct pronunciation and intonation;
- how to ask and answer questions;
- techniques for memorising words, phrases and short extracts;
- how to use context and clues to interpret meaning;
- how to make use of their knowledge of English or another language in learning the foreign language.

Understanding and using the foreign language

4.2 Pupils can be taught about other countries and cultures by:

- working with authentic materials including some from ICT-based sources;
- considering their own culture and comparing it with others;
- considering the experiences of other people.

4.3 In order to develop their knowledge, skills and understanding further, pupils might also be taught:

- the inter-relationship of sounds and writing;
- simple aspects of grammar and how to apply them;
- how to initiate conversations;
- how to use dictionaries and other reference materials;
- how to communicate with each other in the foreign language in pairs and groups and with their teacher;
- how to use their knowledge of the language creatively and imaginatively;
- how to use the foreign language for real purposes.

5. Entitlement

During Key Stage 2, children receive French language input for approximately 30 minutes during the week; this can be done as a discreet lesson or as an addition to other lessons (eg when teaching *time* in mathematics, *quelle heure est-il?*).

6. Implementation

6.1 Each lesson will provide progression, consolidation and reinforcement of the language studied.

6.2 Children work on five language skills (oracy, literacy, cultural understanding, knowledge about language and language learning strategies) although not necessarily on an equal weighting.

6.3 Teachers use a variety of techniques to encourage the children to have an active engagement with the Modern Foreign Language, including games, role-play and action songs.

NAVENBY CHURCH OF ENGLAND PRIMARY SCHOOL

- 6.4 Teachers can use a variety of strategies (for example mime) to present new vocabulary, as this serves to demonstrate new languages without the need for translation.
- 6.5 Contexts, resources and teaching and learning styles will vary to take account of the different learning needs of boys and girls, and the needs of children from different social and cultural backgrounds.
- 6.6 Teachers use modern foreign languages in the classroom when possible and appropriate and vocabulary is displayed both in the classrooms and around school.
- 6.7 Listening, responding and speaking skills are emphasised at the beginning of each unit, then children progress to simple reading and writing skills.
- 6.8 Children's confidence is built through praise for any contribution they make, however tentative

7. Links with other subjects

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas.

These opportunities can be exploited through:

- aspects of English such as speaking and listening skills, knowledge and understanding of grammatical structures and sentence construction;
- aspects of mathematics such as counting, calculations, money, the time and the date;
- songs, alphabet, poems, rhymes and stories in other languages;
- international or multi-cultural work, for example celebration of festivals, storytelling;
- using ICT, for example e-mail with schools abroad, materials from the internet and satellite television;
- geographical and historical work relating to other countries.
- As part of wellbeing activities.

8. Assessment and Recording

All children in Key Stage 2 are assessed by simple 'I can' statements aligned to the National Curriculum. The school, as part of its own assessment processes, records attainment using Arbor.

9. Resources

Resources are available to staff when planning and teaching languages, including:

- The Twinkl scheme of work
- A range of books;
- Websites featuring interactive games, songs, puzzles and other activities

NAVENBY CHURCH OF ENGLAND PRIMARY SCHOOL

10. Review

The Headteacher, subject leader and staff will review this policy in the Spring Term 2027. Any suggested amendments will be presented to the Governors for discussion at their termly meeting.

Policy Approved: Full Governors meeting 15th January 2026

Signed:

Chair of Governors: Mr J Kirby

Head teacher Mr C Elliott