



Four Oaks Primary School MFL (Modern Foreign Languages) Policy

Aims and Objectives

At Four Oaks Primary School, learning a new language enriches the curriculum. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others. Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape our children's ideas in this critical area as well as giving them a new perspective on their own language.

In particular, language learning:

- stimulates children's creativity;
- leads to gains across the curriculum;
- supports oracy and literacy;
- supports and celebrates the international dimension;
- liberates children from insularity and fosters pupil's curiosity and deepens their understanding of the world.

The aims of Modern Foreign Languages are:

- to capitalise on the ability of young pupils to rapidly acquire passive and active knowledge of another language;
- where possible and relevant, to embed the language into the main primary curriculum;
- to broaden the cultural awareness of the pupils and to foster positive attitudes to language learning, speakers of other languages and other cultures;
- to create confident language learners who enjoy languages, who can express their thoughts and ideas in another language and can understand and respond to its speakers both in speech and writing;
- to use the target language in the lessons as much as possible;
- to deliver the curriculum for primary languages using FLAs (fluent speakers) from School Improvement Liverpool, with the support of the MFL team (in addition to MFL lessons taught by class teachers).

Teaching and Learning

At Four Oaks Primary School, the learning of a foreign language should be enjoyable and relevant for all pupils and a variety of approaches and activities should be used to challenge, motivate and sustain interest. Lessons will take place with a fluent speaker once per week and further lessons will be carried out with individual class teachers once per week to further embed knowledge.

Lessons will be interactive and will provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at Key Stage 3. The focus will be on practical communication. Lessons should enable pupils to understand and communicate ideas, facts and feelings in speech and writing.

Approaches and activities include:

- almost exclusive use of the foreign language during lessons;
- providing opportunities in each lesson for pupils to use and practise what they have learned;
- language games to enhance motivation, contextualise learning and heighten enjoyment;
- learning songs and rhymes and stories;
- focus on grammatical structures and phonology;
- pair-work and group work;
- use of authentic materials;
- use of computing and technology where relevant and appropriate – for example commercially produced software, teacher produced resources, internet research and use of the interactive whiteboard;
- written activities to reinforce learning;
- correspondence with partner schools focusing on cultural differences and similarities.

MFL club is also provided and cultural celebration days are shared with whole school and the kitchen staff to prepare meals accordingly.

Detailed methodological suggestions are provided in the scheme of work.

The MFL curriculum

Key Stage 1 and Key stage 2

Our MFL curriculum and content is based on the work and plans from 'School Improvement Liverpool'. This curriculum has been carefully crafted by the specialists to enable children to progress throughout key stage one and key stage two and develop and embed their knowledge and skills each year. The topics taught in every year group are:

Key Stage 1

1. Self, Family and Friends
2. Animals and Home Environment
3. Summer

Key Stage 2

1. Self, Family and Friends
2. The World Around Us
3. Leisure

One topic per term is taught. Every year group within the key stage focuses on the same topic each half term, however the learning objectives within the topics ensure progression throughout the school. Although not statutory, we have chosen to include key stage one children in our delivery of MFL curriculum in order to expose children to a new language at an early age.

Inclusion

At Four Oaks Primary School, we teach Spanish to all children. A modern foreign language forms part of the school's commitment to providing a broad and balanced education to all children. Through our modern foreign language teaching, we provide learning opportunities that enable all children to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Fluent Spanish speakers (FLAs) themselves are considered an asset to lessons and teachers, when applicable, ensure their full involvement and engagement within lessons and the efforts and achievements of all children in the subject are celebrated. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability. To ensure that all pupils (including children who need extra support for a range of educational needs and more able pupils) recognise and fulfil their potential the following strategies are employed:

- use of visual aids / gesture;
- choral and individual repetition;
- physical responses to questions;
- open and closed questions;
- multiple choice questions;
- tasks with small, clearly identified steps;
- practical activities;
- higher achievers are encouraged to lead specific language tasks;
- use of FLA, classroom assistant or class-teacher to support some learners;
- appropriate pupil groupings;
- adapted written work.

Learning a language in the primary phase should be a positive experience for all pupils. Adaptation is essential if all pupils are to regularly experience success. Every opportunity is taken to enable pupils to progress according to their abilities.

Assessment and recording

Teachers and our fluent speaker use their knowledge of their pupils and their observation of their verbal and written contributions in the lessons to assess the pupils' level of understanding of the topics covered. Teacher assessment documents are completed once per term and given to the MFL coordinator. Most of the MFL curriculum delivery is oral rehearsal, particularly in key stage 1. Writing opportunities are available approximately once per half term. These are recorded in individual pupil files. We have clear expectations of what the pupils will know, understand and be able to do at the end of each year and key stage.

The Role of the MFL Subject Leader

- Liaise with the FLA, class teachers and School Improvement MFL team to timetable and co-ordinate MFL lessons.
- Ensure that a member of staff is always present in MFL lessons and is encouraged to take part.
- Where possible, to support staff in delivering MFL by providing resources and informing them of any training opportunities.
- Attend any central training and meetings as appropriate and disseminate information back to staff.
- Monitoring of MFL lessons.
- Co-ordinate festivals/celebrations and any other MFL events in school.
- Liaise with secondaries regarding transition from KS2 –KS3.

The Role of the FLA

- At the beginning of each academic year the FLA attends an intensive training course about primary language methodology. They are also expected to attend an additional training day each term throughout the year. They should be released from teaching duties in order to attend this training.
- The FLA will plan their lessons based on the Liverpool Schemes of work and will provide resources for the lesson. They will provide the class teacher and co-ordinator with half-termly planning at the beginning of each half term and where

appropriate will leave work/resources for the class-teacher to follow on their lesson.

- They may do a twice yearly assessment form with the pupils, which can be completed in class time and kept on file by the class-teacher.
- When pupils are ready, the FLA will provide written work at an appropriate level. This should largely be marked in class by the FLA with the help of the teacher. The FLA should be informed of the marking policy in school in order to comply with the school's requirements.
- FLAs can provide a bank of report comments which can be used by class teachers for annual reports.

Parents

Parents are encouraged to inform the school about the languages they speak and these can then be added to the list of the languages celebrated at Four Oaks Primary School.

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