Modern Foreign Language (MFL)

Brize Norton Primary School

We SHINE for ourselves and each other with kindness.

Strive, Help, Inspire, Nurture, Excel

Adopted by school LGB:	**Brize Norton Primary School**
Date:	**May 2026**
Review Date:	**May 2029**

MFL Curriculum at Brize Norton Primary School

Aims and Purpose

At Brize Norton Primary School, we aim to deliver learning which excites and inspires, provides opportunities for review and challenge, and develops learners' confidence in addition to enabling independence to flourish. High expectations, a love of learning and taking pride in our work is at the heart of our approach, which values creativity and growing independence.

The importance of MFL in the curriculum

Learning a foreign language provides an introduction to other cultures. A high-quality language education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and eventually, read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources; songs, poems and short stories.
- 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 the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Planning and resources

Primary Languages is planned following the guidelines set out in the National Curriculum 2014. The school's Scheme of Work (which is updated regularly) ensures that there is continuity and progression in both skills and content across all classes leading to KPIs by the end of Primary Education. Staff use the Jolie Ronde to support a structured approach to teaching and learning. Termly plans across school are created which detail specific content of lessons for each week. Both visual and verbal teaching is utilised and pupils are encouraged to articulate their learning. The emphasis is on enjoying language learning and raising awareness of other languages and cultures. KS2 children cover all the subject content in the National Curriculum.

Upper School Year 4, 5 and 6.

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.

Monitoring progress and assessing attainment

Our assessment is formative and is used to support teaching and learning and inform future planning. Assessments are based on observation of children working on different oral activities and (where appropriate) written product. Teachers assess children's progress and provide verbal feedback informally during the lessons and often children record their level of understanding after each lesson in their subject files, this is then used to adapt following lessons to ensure each child achieves the KPIs being taught. Language assessment is on-going in each lesson and can be done by speaking and listening, recording, drama and other creative medium.

We evaluate progress against the areas of:

- Listening and Responding
- Speaking
- Reading and Responding
- Writing.

Retrieval practice is ongoing in the form of quizzes, tests and reviews.

We monitor by:

- learning walks – one each term
- observations – termly – or as required for ECT and inexperienced staff
- book and planning reviews – termly
- CPD in staff meetings and by external providers as required
- pupil voice
- staff feedback

This policy should be read in conjunction with:

- *Curriculum Policy*