St. Nicholas C of E Primary School

Modern Foreign Languages Policy

Our vision

We prepare every pupil for their best future by ensuring they reach their full potential and attain the knowledge, skills and understanding required for success as we believe that 'With God, all things are possible'. Matthew 19:26

Date reviewed: February 2026
Reviewed by: K. Jones
Approved by Headteacher: February 2026
Date of next review: Spring 2029

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Rationale

Learning a language enriches the curriculum, providing 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 children's ideas in this critical area as well as giving them a new perspective on their own language.

Language learning supports oracy and literacy Children spend much of their time in language lessons speaking, listening and interacting. They take part in role-plays, conversations and question and answer work, sing songs and recite, perform to an audience and respond to a wide range of aural stimuli. This emphasis on communication, including language learning's important role in the 'education of the ear', underpins children's capabilities in oracy, which is critical to effective communication as well as a key foundation for literacy.

Language learning supports and celebrates the international dimension Although it enjoys much more linguistic diversity than in the past, England remains a place where the motivation to learn another language is affected by the position of English as a widely spoken, world language. This makes it even more important that we give all children the chance to learn a language in order to gain insights into their own lives and those of others around the world.

Aims

Our **aims** of teaching a modern foreign language are for children to:

- foster an interest in learning another language;
- become aware that language has a structure, and that this structure differs from one language to another;
- develop speaking and listening skills.
- gain enjoyment, pride and a sense of achievement;
- explore and apply strategies to improve their learning;
- explore their own cultural identities and those of others.

The aims of our foreign language curriculum are to ensure that all pupils:

- 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;
- can 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.

Statutory Requirements

From September 2014, it became statutory for all pupils in Key Stage 2 to learn a foreign language.

Planning

We follow the Language Angels scheme, which provides 6 lessons per unit which is taught on alternate weeks. The units have been chosen to provide a wide range of content that is relevant to a pupil at St Nicholas C of E Primary school.

Pupils are 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 and songs;
- 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 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.

Assessment, Recording and Reporting

Each Language Angels unit has an end of topic assessment. These assessments inform our end of year report to parents.

Cross-Curricular Links

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.

Monitoring & Evaluation

Monitoring of the standards of children's work and the quality of teaching in Foreign Languages is the responsibility of the subject leader, supported by the Senior Leadership Team. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for Foreign Languages in the school.

As per the requirements of the National Curriculum (2014), by the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.