



St Anne's RC Primary

MISSION STATEMENT

'To live happily, love unconditionally and learn enthusiastically
with Jesus by our side.'

Modern Foreign Languages Policy

Date reviewed	
Date presented to Governors	
Date to be reviewed	

St Anne's Primary School

1. Intent

At St Anne's, we intend to provide a relevant, broad, and ambitious foreign languages curriculum that excites our pupils through diverse topics. Our aim is to foster cultural capital by offering pupils opportunities to explore the relationship between language and identity, deepening their understanding of diverse perspectives and the wider world.

We follow an enquiry-based learning model that encourages a genuine interest and positive curiosity about languages, ensuring children find them enjoyable and stimulating. To ensure mastery, we prioritize depth over breadth, focusing on the five key pillars of language learning: listening, speaking, reading, writing, and grammar. This approach ensures that all pupils, regardless of starting point, achieve their full potential and develop the foundations necessary for lifelong language learning.

2. Implementation

The curriculum is delivered through a high-quality scheme of work that utilizes a spiral approach, where previous language is consistently recycled, revised, and consolidated as pupils move through the school.

- **Structure and Delivery:** Lessons are taught weekly, lasting between 30 and 45 minutes depending on the unit type. We use "language Lego" building blocks to progressively develop vocabulary and grammatical knowledge.
- **Progressive Stages:**
 - **Early Language (Year 3):** Focuses on basic nouns, articles, and high-frequency verbs.
 - **Intermediate (Year 4-5):** Introduces adjectives, conjunctions, and regular verb conjugation.
 - **Progressive (Year 6):** Challenges pupils with opinions and irregular verb conjugation in complex texts.

- **Pedagogy:** Lessons incorporate interactive whiteboard materials, songs, and games to motivate learners. All activities include three levels of stretch to ensure differentiation for all abilities, including SEN pupils and native speakers.
- **Local Stewardship:** By connecting language learning to cross-curricular themes and traditional cultural celebrations (such as food or fashion), we encourage our pupils in Sunderland to see themselves as global citizens with a sense of local stewardship and responsibility toward the wider community.

Impact

The impact of our MFL curriculum is measured by the increasing confidence and competence of our pupils as they transition through Key Stage 2.

- **Linguistic Growth:** Pupils progress from formulating short phrases to creating longer, personalized pieces of spoken and written language using a wide bank of vocabulary.
- **Assessment:** Teachers track progress using End of Unit Skills Assessments and the Language Angels Tracking & Progression Tool. Pupils also engage in self-assessment through "I can do..." grids to take ownership of their learning goals.
- **Accountability:** The Subject Leader conducts observations to ensure high-quality delivery. Attainment is reviewed by the SLT and shared with parents to ensure every child makes good or better progress.