



Modern Foreign Languages Policy

Intent

“Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world.” (National Curriculum 2014)

The aim of MFL teaching at The Federation of All Saints and St. Margaret's Catholic Primary Schools is to provide a range of opportunities to support our pupils’ early development of the knowledge and skills necessary to become global citizens. We want to enable our pupils to begin to appreciate the linguistic and cultural diversity of the world in which we live.

We believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including key skills of speaking and listening; it also extends their knowledge about how language works.

French is the modern foreign language taught in The Federation of All Saints and St. Margaret's. The objectives of teaching French at The Federation are to:

- foster an openness to language learning,
- develop an appreciation of life and culture in another country,
- be exposed to authentic texts, songs and finger rhymes to enhance their cultural awareness,
- develop a phonic knowledge and an understanding of the rules of pronunciation, spelling and grammar to support speaking, reading and writing,
- have regular opportunities to practise reading and writing as well as speaking and listening, and
- feel confident and well-prepared for further study of languages at Secondary School.

Implementation

KS1

Although foreign language learning is not a statutory requirement in KS1, opportunities are provided to develop the children’s openness to and curiosity about language learning at an early age. This includes responding to or repeating back a few familiar words and phrases such as simple greetings, basic instructions, colours and numbers to 10. The children will also listen to short stories and sing simple songs and finger rhymes in French. The Little Languages Scheme from La Jolie Ronde is used as basis for lesson planning but is supplemented by a variety of other resources. The priority is tuning children’s ‘listening ears’ in to French sounds at an early age and ensuring that the language opportunities provided are enjoyable.

KS2

Teaching is planned according to the Programme of Study for KS2 Languages. The 'Language Angels' scheme and resources are used. This scheme, which has mixed-age planning, forms the core of the language learning but is supplemented by other resources to offer variety and to suit the needs and interests of the children. This scheme ensures that pupils:

- are constantly building on prior learning,
- have a clear focus for new learning in each half term,
- are exposed to a wide range of topics, and
- have opportunities to explore authentic texts and songs,
- have the opportunity to make substantial progress in listening, speaking, reading writing and grammar.

Lesson Format

Weekly French lessons are timetabled and delivered by the class teachers.

KS1:

20 minute lessons, with content re-visited through the week
Little Languages

KS2:

45 minute lessons (This can be split if preferred)
Language Angels PowerPoint and accompanying resources

Each lesson follows the following format:

- revisiting prior learning,
- introducing a small amount of new knowledge (vocabulary / grammar point / spelling rule / knowledge about the country),
- opportunities to practise using the new knowledge – through whole class games or activities, group work, partner work or an individual written or reading activity, and
- an opportunity for reflection

Staff will endeavour to provide additional opportunities for the children to practise using their French. Small French Working Walls in KS2 classrooms will be used to support the children's learning.

A small scrap book with printouts of songs, poems etc. will be kept in the class library in Key Stage 1 which will also serve as an aide memoire for teachers when re-visiting previous learning.

Record of Learning

In lessons, the children will often be given the opportunity to apply their growing knowledge of French vocabulary, phonics and spelling rules to writing. However, this is often on a whiteboard to encourage children to 'have a go' and get used to writing in French.

In KS2, Pupils will use a French exercise book. Each half-term, a Knowledge Organiser and a vocabulary grid will be added to their books so that the children will have a clear overview of their learning.

A range of activities supplied by Language Angels will also be printed and included in the children's books where appropriate. Where possible, particularly in upper KS2, the children will work directly into their books rather than use the printable materials.

Half-termly assessments which form part of the KS2 scheme will also be included.

This book will serve as evidence of the progress that pupils make as they move through the school: In Year 3, we would expect to see some basic labelling of nouns, progressing to sentences by the end of Year 6.

Marking, assessment and feedback

In KS1, assessment will be once a term and will be oral or practical in nature. A general comment will be recorded on a class grid.

In KS2, children's independent work will be assessed using the end of unit assessments supplied by Language Angels. These will be marked and used to inform future planning and teaching. Each child's attainment will be graded 1-4 on Insight at the end of each term.

Cross-curricular

Staff are encouraged to develop cross-curricular links with French and other subjects to provide a relevant and meaningful curriculum for pupils. Examples could include:

- European Day of Languages with a focus on French
- Cooking French food
- Learning about sporting events such as the Tour de France linked to PE.

Impact

Our MFL curriculum is fun, enjoyed by learners and is planned to demonstrate progression.

In addition, we measure the impact of our MFL provision through:

- pupil discussions about their learning,
- monitoring and reflection against subject-specific skills defined in each year of study,
- children applying their knowledge of language to other areas of the curriculum, and
- children applying their cultural understanding and tolerance across society and cultures.
- discussion with staff and lesson observations.

Policy Reviewed: 28th September 2026

Next Review Date: September 2028