



Modern Foreign Languages

Review: Summer 2026

Next review: Summer 2029

Ferndale Primary School

Modern Foreign Languages Policy

Our Modern Foreign Languages curriculum aims to deliver a curriculum which is accessible to all and that will maximise the development of every child's ability and academic achievement in the area of MFL. At Ferndale Primary School, we recognise the importance of learning a new language by creating an experience for the pupils that not only develops competence in the language taught but also aims to support cultural awareness and broaden language learning skills. As a school, we aim to:

- Develop an interest and curiosity in learning languages in a way that is enjoyable and stimulating.
- Embed the skills of listening, speaking, reading, writing and grammar necessary to enable children to use and apply their French learning in a variety of contexts and lay the foundations for future language learning.

Intent of Modern Foreign Languages

Inspiration: We want our children to be inspired to learn a new language. Teaching French inspires children by helping them feel curious, confident, capable, and connected to the wider world.

Aspiration: To build a language curriculum, which develops learning and results in the acquisition of linguistic knowledge for their future learning of languages. Teaching French helps children see that their world is bigger than their immediate surroundings, and that they have more possibilities open to them than they might have imagined.

Inclusion: For all our children to have a love of languages and to be able to engage with other cultures. Teaching French supports inclusion by giving every child access to success, valuing diverse cultures, and creating a classroom where difference is seen as a strength.

Speaking and Listening

Speaking and listening are at the heart of learning French in primary school.

Over their time at Ferndale Primary School, the children will learn to:

- listen carefully and **recognise sounds** and combinations of sounds which are similar to, or different from, those of English.
- practice their **pronunciation** of new vocabulary.

Ferndale Primary School

- understand and respond with **increasing competence, accuracy and confidence** in a range of situations.
- **join in with songs, rhymes, poems, wordsearches and stories** which enable them to practice the sounds of the language in an enjoyable way.
- **take part in conversations** at an appropriate level, reacting to **instructions and questions** and **expressing opinions and feelings**.
- speaking and listening help children learn French in a natural, confident, and engaging way, while building essential communication and cognitive skills.

Reading, Writing and Grammar

Reading, writing, and grammar are essential for helping primary school children move beyond simply recognising French words, to understanding **and using the language independently**.

Over their time at Ferndale Primary School, the children will learn to:

- remember grapheme-phoneme correspondences and **vocabulary** directly taught and reinforced through word games and similar activities.
- **read stories and rhymes for enjoyment** and to gain awareness of the structure of the written language.
- **translate texts and extracts** from French to English and English to French.
- **read, copy and write familiar words and simple phrases** in context.
- **apply their knowledge of grammar** in their written work.
- **read** a range of **genres in French** and apply their translation skills to follow a simple text/story.
- reading, writing, and grammar help children move from basic communication to a deeper, more accurate understanding of French, supporting both confidence and long-term language learning success.

Intercultural Understanding

Teaching French in primary school, significantly improves children's **intercultural understanding** by helping them explore, respect, and make sense of cultures beyond their own.

Over their time at Ferndale Primary School, the children will learn to:

- describe the life of children in the countries where the French language is spoken.
- identify **similarities and differences in everyday life**, social conventions, traditional stories and celebrations.
- recognise how symbols, products and objects can represent the **culture of a country**, and how aspects of the culture of different countries become incorporated in the daily life of others.
- to continue to **value the languages** spoken in our community.
- teaching French helps pupils move beyond language learning alone and enables them to develop a deeper appreciation of cultural diversity, respect, and global awareness.

Ferndale Primary School

Implementation of Modern Foreign Languages

Our MFL curriculum is designed to progressively develop children's skills in languages, through regular lessons taught. Children progressively **acquire, use and apply a growing bank of vocabulary organised around topics**. We follow the 'La Jolie Ronde' scheme of work to ensure **sequencing and progression across KS2**. The scheme includes a variety of resources such as; **lesson plans, interactive whiteboard resources, songs and poems**. Teachers collaborate over planning, sharing ideas for activities and resources. We also use **Language Angels** to support our teaching and planning of French and the progression from Years 3-6. Language Angels provides a fully structured and progressive curriculum. The lessons are carefully sequenced from Years 3 to 6, meaning children build knowledge step by step, rather than learning isolated vocabulary. This helps to ensure real progression in speaking, listening, reading and writing over time. This programme helps to support teachers as it saves on planning time and increases staff confidence in teaching the French language, especially for non-specialist teachers. The scheme includes ready-to-use lessons, resources, and guidance, which supports consistent high-quality teaching across the school. It also strongly supports **inclusion and accessibility**. The resources are differentiated, meaning they can be adapted for mixed-attainment classes, including pupils with SEND or those who need extra support, so all children can access the learning.

At Ferndale Primary School, children are encouraged to develop their **speaking and listening skills** through **conversational work**. As confidence and skills grow, children **record their work through captions and sentences** too. **Displays and word banks** are used to remind children of **key vocabulary**. Children also have **access to dictionaries** to support their written work. **Practical activities, songs, rhymes, games and technology** are used to help improve memory and recall. Visuals, word banks, sentence starters and *Communicate in Print* are all resources that are used to support the teaching of French for children with SEND. **Classroom instructions** can be given in French to expose children to the language as much as possible. Years 3 to 6 are encouraged to read and answer the register using the French language. **Visual prompts** are used to support children in translating new vocabulary. There are three main contexts in which language teaching and learning take place:

1) Language Lessons

At the beginning of every French lesson, the children are given a 'review', which assesses previous learning, whether that is based on recent learning (such as learning covered in the previous lesson) or questions based on skills that have been covered in previous years, which assesses the children's long-term memory, but with a low-stakes approach. Teaching **builds on and reviews** previous learning, before new learning is taught and extended. Children **are taught specific skills and vocabulary in a fortnightly dedicated lesson** with their teacher. The content of these sessions is reinforced by the teacher or member of staff during the week. There is an expectation that the teaching of French is compulsory across KS2, therefore, Years 3 to 6 are expected to cover certain skills before the end of the academic year.

2) Languages embedded into other lessons

Ferndale Primary School

Embedding French across the school day helps children see the language as meaningful and part of the school routine, rather than something only used in dedicated French lessons. It also increases exposure, which is key for language retention and confidence.

Where appropriate, teachers give children opportunities to practice the French language in the context of lessons in other subject areas. For instance, **some instructions may be given in another language** in a PE lesson; or children may count in another language while carrying out a Maths activity. In Geography, pupils could learn about French-speaking countries as part of map work or cultural comparisons. This acts to **reinforce the vocabulary** and structures they have learned. Embedding French across the school day, turns language learning into a natural, repeated experience that helps children retain vocabulary, gain confidence, and see French as a 'living language'.

3) Incidental Language

Languages are part of the day-to-day life of the school. For example, teachers may use French to give simple classroom instructions, to ask questions, or to take the register. Children are encouraged to respond using the language they have learned. This integrated approach is a strong model for teaching and learning, giving children opportunities to use and develop their language for communicating in real-life contexts. **Displays around school using labels** also develop language, e.g. the date, classroom objects, days of the week etc. Through staff meetings, staff are made aware of the importance of school-wide consistency when implementing French into the curriculum and the overall ethos of the school. When all staff use simple, consistent French phrases, children hear the language more often, which increases fluency over time.

Intercultural Understanding

Primary Language learning provides a basis for **teaching and learning about other cultures**, and this may be incorporated into many areas of the curriculum. Efforts will be made to develop cross-curricular teaching and learning materials which highlight the culture of French-speaking countries.

Inclusion

Making French inclusive at Ferndale Primary School is a high priority that our staff feel passionate about. We strive to ensure all pupils can access, participate in, and enjoy language learning, regardless of prior attainment, SEND needs, EAL background, or confidence levels. At Ferndale, we support this by delivering lessons that are highly visual, repetitive, multi-sensory, and low-pressure.

Primary Language teaching at Ferndale Primary School aims to be fully **inclusive**. Language learning activities are planned in such a way to encourage the **full and active participation** of all pupils. Work is differentiated as appropriate to the needs of individual children. Pairs and groups for collaborative work may be used in different ways, depending on the task. Staff plan lessons to reduce cognitive overload through repetition and the use of consistent 'reviews'. Teachers plan lessons that provide scaffolding for speaking and listening activities. We aim to make learning visual and accessible for all. All the deliberate decisions made by staff at Ferndale, help to ensure that confidence in the French language is built gradually and not pressured, pupils with additional needs

Ferndale Primary School

can succeed alongside their peers and French language learning feels enjoyable and accessible for all.

Monitoring Progress and Assessing Attainment

Opportunities to monitor the children's progress in French are built into regular lessons. Most assessments are formative and used to support teaching and learning and to inform future planning. Assessments are based on observations of children in their conversational work and written outcomes to determine whether they have reached their age-related expectations. Using the Language Angels platform, staff are exposed to written and spoken outcomes of children in different year groups and are given a checklist of what 'age-related' pupils are producing. Staff can use this as a baseline to monitor and make their decisions on pupil progress and outcomes. Monitoring progress and assessing attainment in French at Ferndale is focused on small, meaningful steps of language development, rather than formal testing alone. These assessments are continuous across the year groups and are practical outcomes such as speaking, listening and responding to French commands, are all taken into consideration when monitoring progress and assessing the children's attainment. Staff gather evidence of learning every lesson through observation, interaction and the outcomes from the pupils.