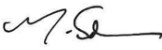




Ireby Church of England Primary School

Modern Foreign Languages Policy

Signed by:

_____ 

_____ Head Teacher

Date: 17th September 2026

Next review date: September 2028 or sooner if required

School Governance:

Responsibility of the school leadership

Modern Foreign Languages (French)

Christian vision: 'Created to do Good' Ephesians 2:10

At Ireby, we are dedicated to creating a loving community for all, where all are celebrated as unique individuals and where passions and talents can flourish. We learn how God teaches us how to live our lives, how to grow relationships, accept others and use the words and example of Jesus as a foundation for all our learning.

Our MFL curriculum supports our children's academic, social and spiritual development through studying a rich curriculum which also teaches our children dignity and respect through experiencing our world, meeting people, and learning all about their language and tradition and supporting the fulfilment of our Christian vision of being healthy, active citizens who can contribute positively to making our world a better place both during their time at Ireby and beyond.

INTENT

This section outlines the overall French curriculum plan, including its structure, sequencing and the specific knowledge and skills pupils are expected to acquire.

Our Aim

Our French curriculum aims to inspire pupils to become curious, confident and enthusiastic language learners with a broad understanding of the French language and culture; in other words, to think and communicate like linguists. The intention is for pupils to develop the skills to listen, speak, read and write in French, while building the confidence to express themselves and explore new ways of thinking through language learning.

Our curriculum is designed to develop pupils' understanding of how learning another language connects people, cultures, and communities worldwide. The aim is to encourage pupils to become open-minded, active citizens who can appreciate diversity and engage meaningfully with the wider world.

Additionally, the curriculum supports teachers in developing their subject knowledge and pedagogical skills, enabling them to deliver engaging and well-informed lessons with confidence. The curriculum is designed to be both accessible and ambitious, ensuring that all pupils are supported to participate fully and achieve their potential.

Statutory and non-statutory guidance

National curriculum

Our curriculum fulfils the statutory requirements for French outlined in the National curriculum (2014).

Ofsted research review

Our French curriculum is based on principles outlined in Ofsted's Languages research review.

New research and developments

Our curriculum, supported by Kapow, is continually evaluated and refined through regular curriculum reviews, internal audits and feedback from other schools.

Updates are informed by the latest subject-specific research, changes to National curriculum guidance and developments in pedagogy. This ensures the curriculum remains current, effective and relevant.

Broad and balanced curriculum

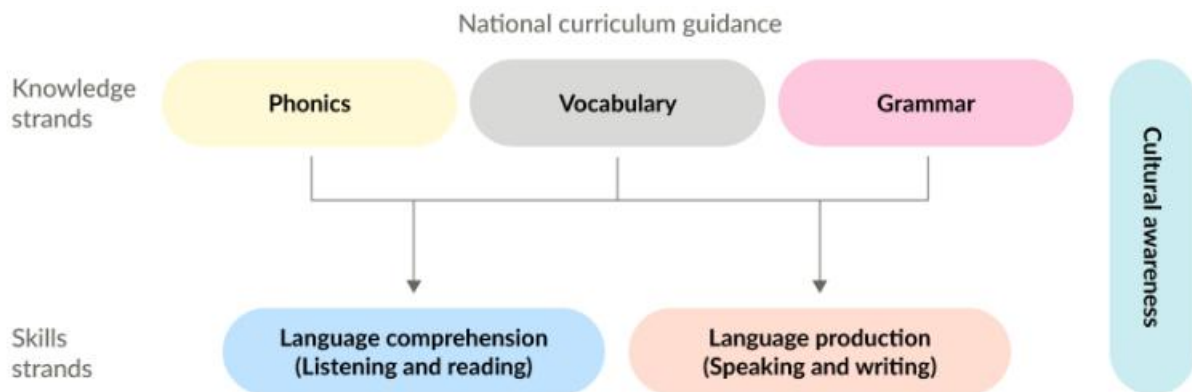
The strands

The knowledge strands of phonics, vocabulary and grammar, often referred to as the three pillars of progression, are discussed in detail in the knowledge section of this page.

There are also two complementary skills strands:

- Language comprehension.
- Language production.

Additionally, pupils develop cultural awareness throughout the French curriculum.



Throughout our curriculum, children will be developing their cultural awareness of France and the French-speaking world

Progression

The French Progression of skills, knowledge and vocabulary document provides an overview of the language skills and knowledge covered in each phase and strand.

It explains how French skills and knowledge are developed to support pupils in reaching the key stage outcomes as outlined in the National curriculum.

New learning is weighted toward the start of each key stage, allowing ample opportunity for it to be revisited and practised in later years. As a result, knowledge accumulation may look heavier in some year groups than others.

Spiral curriculum



Our French curriculum has been designed as a spiral curriculum with the following key principles in mind:

Cyclical – pupils revisit key knowledge and skills in different contexts, as well as familiar themes such as 'All about me', 'Daily life' and 'France and other French-speaking countries'.

Increasing depth – each time a vocabulary and grammatical structures are revisited, they are covered with greater complexity.

Prior knowledge – prior knowledge is utilised so pupils can build upon previous foundations rather than starting again.

The benefits of learning languages

The French curriculum is designed to open pupils' minds to new ways of thinking, speaking and seeing the world.

Through the study of a new language, pupils begin to explore cultures beyond their own. They encounter diverse traditions, festivals, landscapes and daily routines from across the French-speaking world, developing curiosity, empathy and a sense of global citizenship.

Types of Knowledge

Knowledge is defined differently depending on the subject in question.

Ofsted's Languages research review helps to define the following language knowledge strands as 'pillars of progression':

- Phonics
- Vocabulary
- Grammar

Phonics

Our French curriculum features a comprehensive French phonics programme. This ensures the explicit teaching of critical phonemes, with a focus on both pronunciation and the sound-spelling relationship.

Pupil phoneme videos presented by native speakers support this learning by explicitly teaching common French phonemes. The videos introduce pupils to the phonemes and, in the 'mouth mechanics' section of the video, provide an in-depth look at the shape of the mouth during the articulation of each sound.

Vocabulary

As recommended by the Ofsted research review, our curriculum systematically introduces the most commonly used words within familiar sentence structures and patterns. It then provides opportunities for pupils to revisit previously learned vocabulary in different contexts.

This approach allows the children to commit these high-value words to their long-term memory. Many topic words are also introduced to provide a variety of meaningful contexts; however, less attention is given to memorising these.

For example, when a pupil learns how to say 'I have a...', 'I am...' or 'I like...', the most important knowledge is the sentence pattern and the verb, as the nouns can be swapped.

Grammar

Developing grammatical understanding through a carefully planned progression of key structures is the bedrock of the Kapow Primary French scheme.

Grammar is explicitly taught and systematically revisited to ensure that basic structures are committed to memory before more complex ones are introduced.

Wider knowledge and skills

Digital literacy

Digital literacy in French supports pupils in using technology purposefully to support language learning, from listening to native speakers to creating digital presentations. It helps them engage critically with authentic French content online and communicate responsibly in a connected world.

Oracy

Through our French curriculum, pupils have opportunities to develop their oracy skills by:

- Developing the physical skills required for speech by utilising their voice, body language, and facial expressions to better communicate in French.
- Explicitly considering the role of syntax in French communication and reflecting on the differences with English to deepen understanding.
- Role-playing as French speakers to practise conversational skills.
- Questioning and responding in French to develop communication skills.
- Interpreting the speech of native French speakers, learning to gist and summarise meaning.
- Listening to native French speakers and peers to enhance listening skills.
- Collaborating in groups and turn-taking during conversations.

Sustainability

Our French curriculum develops an awareness of environmental issues by linking language learning to real-world topics, including climate change and sustainable living.

Pupils learn to express ideas about protecting the environment and consider how global action affects French-speaking communities

Critical thinking

Pupils analyse authentic French language and media, exploring how meaning and viewpoint can vary across French-speaking cultures.

This encourages them to think critically, question assumptions and form balanced conclusions about the wider world.

Personal development in French

SMSC

Our French curriculum supports SMSC (Spiritual, Moral, Social and Cultural) development by encouraging children to:

- Explore different perspectives
- Collaborate with others
- Appreciate cultural diversity through subject-specific content

British values

Lessons promote British values (democracy, the rule of law, individual liberty, mutual respect and tolerance) by incorporating activities that encourage debate, respect for differing opinions and an understanding of societal structures.

Cultural capital

Our French curriculum broadens pupils' experiences by immersing them in the language, culture and heritage of France and the wider Francophone world.

The curriculum helps pupils appreciate cultural diversity, develop global awareness and communicate with confidence in an increasingly connected society.

Inclusion and diversity

Our French curriculum has been designed to represent a wide range of cultures, communities and perspectives from across the French-speaking world.

Where appropriate, the historical and cultural influences on the French language and its global presence are explored.

The scheme's visual and textual content is inclusive and representative of diverse people and places, challenging stereotypes and outdated views of French-speaking cultures.

Within sensitive units, questions have been included to support children's lived experiences and backgrounds.

The curriculum supports children in appreciating the richness of the French language, the diversity of cultures where it is spoken, and the connections between different communities around the world.

IMPLEMENTATION

This section outlines how the French curriculum is taught, including teaching strategies, learning activities and the use of resources. It also includes details on how the curriculum can be adapted to suit your school and cohort.

Timetabling and structure

French is taught for 45 minutes per week to meet the needs of the National curriculum. Key Stage 2 is taught as a class which means we have a four-year rolling programme.

Year 3/4/5/6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A 2027 - 2028	French greetings with puppets	French adjectives of colour, size and shape	Playground games – numbers and age	In a French classroom	Bon appetit!	Shopping for French food.
Cycle B 2026 – 2027	This is me	School days	Birthday celebrations	Colourful creatures – animals, colours and size	Fabulous French Food	Gourmet tour of France

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	Portraits – Describing in French	Meet my French Family	Clothes – getting dressing in France	French Weather	Exploring the French speaking world	Planning a French holiday
Cycle B	French transport	In my French house	French music celebrations	French verbs in a week	Visiting a town in France	French sport and the Olympics

CPD

Our curriculum, supported by Kapow Primary, supports teachers in delivering the French curriculum effectively through clear and informative CPD videos.

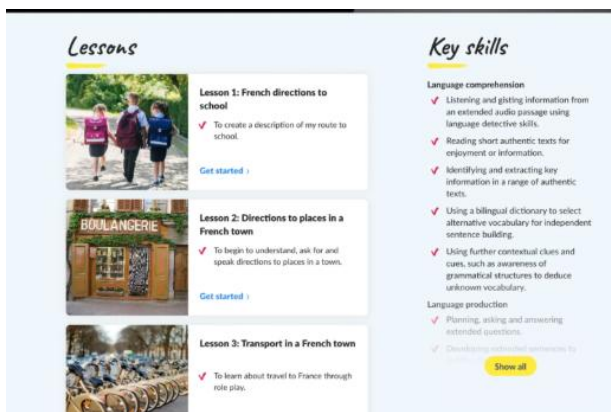
These videos are designed to help teachers feel confident in their role by providing guidance on key concepts, teaching strategies and best practices.

Unit Structure

Each French unit consists of up to six carefully sequenced lessons. This structure can be found at the front of every child's book at the start of the unit.

French units contain all the necessary lesson links, resources and information relevant to the unit being taught.

The units also links to useful resources and key documents, suggests units that could build on knowledge or activate prior learning and outlines cross-curricular links.



Lesson Structure

Recap and recall

Each French lesson begins with a short activity revisiting prior learning. This helps reinforce key knowledge, activate long-term memory and create connections between past and new learning.

Recap and recall activities are varied to keep the start of the lesson engaging and fun while still supporting active recall.

Attention grabber

A short, engaging activity designed to hook pupils into the new learning in the lesson.

This could be a thought-provoking question, a quick investigation or an interactive discussion to spark curiosity and enthusiasm for the topic.

Main event

The core part of the lesson, where pupils engage in activities that develop their understanding of the learning objective.

This includes a mixture of teacher modelling, guided practice and independent or collaborative tasks tailored to support all pupils.

Wrapping up

A final reflective activity that consolidates learning.

This could involve reviewing the success criteria, discussing key learning or applying knowledge in a different context to assess understanding and encourage deeper thinking.

SEND

Our French curriculum is designed to be fully adaptable for pupils with SEND.

Every lesson includes an adaptive teaching section, providing clear guidance on how activities can be modified to meet the needs of all pupils.

Children learn in a variety of ways. As such, our French lessons include a range of strategies to support and challenge every pupil, such as:

- **Scaffolding** – activities are designed with flexibility in mind, allowing for additional support or challenge where needed.
- **Multi-sensory approaches** – lessons incorporate different elements to engage all learners.
- **Clear instructions and structured tasks** – ensuring clarity and reducing cognitive load for pupils who benefit from additional support.
- **Opportunities for collaborative and independent learning** – allowing pupils to work at their own pace while building confidence and independence.

By embedding adaptive teaching throughout, the curriculum ensures that all pupils, regardless of their starting points, can access and succeed in their learning.

In addition, the step-by-step curriculum design supports pupils with SEND, avoiding sudden jumps in complexity at transition points and allowing for steady, manageable progression.

Knowledge retention

Spiral Curriculum



Our French curriculum incorporates a spiral curriculum model, ensuring that children revisit and develop their understanding of key themes and concepts as they progress.

This approach allows them to make meaningful connections, reinforce their learning and achieve mastery over time.

- **Revisiting key concepts** – pupils encounter the same ideas multiple times throughout their education, with each revisit adding more complexity.
- **Progressive depth** – concepts are not just repeated but expanded upon, helping pupils to make connections and develop a richer understanding over time.
- **Knowledge retention** – regular exposure to key ideas strengthens memory and prevents knowledge from being forgotten.
- **Skill development** – pupils refine and apply their skills in different contexts, improving their ability to think critically and solve problems.

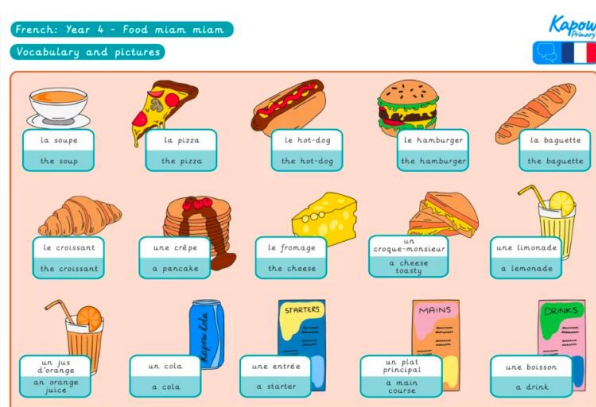
- **Adaptive learning** – by building on prior knowledge, the curriculum meets pupils at their current level and supports all learners, including those who need extra reinforcement and those who are ready for greater challenges.

Knowledge organisers

Knowledge organisers are a structured document designed to support pupils' learning by clearly outlining the key knowledge, vocabulary and concepts covered in a unit of work.

It serves as a reference tool for both teachers and pupils, helping to consolidate learning and support knowledge retention.

- Essential knowledge at a glance – summarises the most important facts, concepts and skills that pupils need to learn for a particular unit.
- Key vocabulary – provides a list of subject-specific terms with definitions to develop pupils' language and understanding.
- Clear and visual layout – organised in a way that makes information easy to digest and revisit, often using diagrams, timelines or key images.
- Support for retrieval practice – helps pupils engage in self-assessment, recall activities and revision, reinforcing long-term memory.
- Teacher and pupil-friendly – acts as a quick reference for teachers when planning lessons and an accessible learning aid for pupils to develop independence in their studies.



Recap and recall

- **Activates prior knowledge** – helps pupils make connections between new and existing learning, reducing cognitive overload.
- **Strengthens memory pathways** – retrieval practice has been shown to improve retention more effectively than passive review.
- **Identifies gaps in understanding** – teachers can quickly assess what children remember and address misconceptions before introducing new content.
- **Builds confidence** – regular recall activities reassure pupils that they can remember key concepts, improving engagement and motivation.

- **Promotes spaced learning** – revisiting prior learning at regular intervals supports long-term retention, rather than cramming information in a single lesson.

Assessment during the lesson

Formative assessment is embedded throughout our French lessons to ensure that teachers can gauge pupils' understanding in real time and adapt their teaching accordingly.

- **Questioning** – lesson plans include targeted and open-ended questions to check understanding, promote critical thinking and address misconceptions.
- **Observation** – teachers are supported to observe pupils during tasks, noting how they approach activities, collaborate and apply language skills.
- **Discussion and peer interaction** – pair and group discussions are built into lessons, providing opportunities for pupils to articulate their thinking and for teachers to assess understanding through dialogue.
- **Lesson pauses** – plans include strategic pause points for checking comprehension, summarising learning and addressing any common errors before progressing.
- **Retrieval practice** – recap activities such as short recall tasks and oral explanations are embedded to reinforce prior knowledge and assess retention.
- **Use of success criteria** – success criteria are shared within lessons, allowing pupils to self-assess or peer-assess their work and reflect on their progress.
- **Short reflections in the Wrapping up** – lessons end with brief written or verbal reflections, enabling pupils to consolidate learning and teachers to gauge understanding.

Cross-Curricular learning

Our French curriculum supports cross-curricular learning by making clear connections between subjects, helping pupils develop a broader understanding of key concepts and skills.

Cross-curricular links are explicitly highlighted: each unit includes identified cross-curricular connections, detailed in the unit hub and long-term plans. These allow teachers to integrate learning across different subjects.

In addition, each lesson has a Cross-curricular links section that shows the links to the National curriculum in subjects other than French.

IMPACT

This section outlines how the curriculum checks what pupils know, understand and are able to do as a result of studying French.

Assessment

Formative

French lessons include ongoing assessment opportunities, such as questioning, retrieval practice and interactive activities.

These enable teachers to assess understanding in real time and adapt their teaching accordingly.

Summative

Each French unit provides an assessment quiz and knowledge catcher, which allow teachers to measure pupils' understanding at key points. These are completed before and after each unit and is used to support teachers' judgements and help gauge how well pupils have retained key knowledge and skills over time.

Evidencing progress

Written outcomes

Pupils demonstrate their learning and provide tangible evidence of progress through a variety of activities, including structured written work and creative responses.

Pupil voice

Lessons encourage discussion, reflection and verbal explanations. This allows teachers to capture pupils' understanding through questioning, class discussions and recorded responses, supporting a broader view of progress beyond written work.

Assessment spreadsheet

The Assessment spreadsheet helps to help track pupils' French attainment over time.

This tool allows teachers to track progress against learning objectives and assessment statements, making it easier to monitor development and identify areas for support.

End points

Our MFL curriculum supports every child to reach a required 'end point' by the end of Key Stage 2. These 'end points' reflect both the requirements of the National Curriculum 2014, and the needs of the children in our school context.

End Points for the end of lower Key Stage 2:

Read Fluently	
	Read and understand the main points in short written texts.
	Read short texts independently.
	Use a translation dictionary or glossary to look up new words.
Write Imaginatively	
	Write a few short sentences using familiar expressions.
	Express personal experiences and responses.

	Write short phrases from memory with spelling that is readily understandable.
Speak Confidently	
	Understand the main points from spoken passages.
	Ask others to repeat words or phrases if necessary.
	Ask and answer simple questions and talk about interests.
	Take part in discussions and tasks.
	Demonstrate a growing vocabulary.
Understand the culture of the countries in which the language is spoken	
	Describe with some interesting details some aspects of countries or communities where the language is spoken.
	Make comparisons between life in countries or communities where the language is spoken and this country.

End Points by Upper Key Stage 2

Read Fluently	
	Read and understand the main points and some of the detail in short written texts.
	Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.
	Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.
	Show confidence in reading aloud, and in using reference materials.
Write Imaginatively	
	Write short texts on familiar topics.
	Use knowledge of grammar to enhance or change the meaning of phrases.
	Use dictionaries or glossaries to check words.
	Refer to recent experiences or future plans, as well as to everyday activities.
	Include imaginative and adventurous word choices.
	Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).
Speak Confidently	
	Understand the main points and opinions in spoken passages.
	Give a short prepared talk that includes opinions.
	Take part in conversations to seek and give information.
	Refer to recent experiences or future plans, everyday activities and interests.
	Vary language and produce extended responses.
	Be understood with little or no difficulty.
Understand the culture of the countries in which the language is spoken	
	Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.
	Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.

Monitoring and evaluation of effectiveness of this policy

The headteacher and MFL subject leader are responsible for monitoring and evaluating the effectiveness of this policy towards meeting our stated vision and aims. This will be achieved through:

Activity	Frequency
Lesson observations	Our MFL leader will sample lessons during the year
Pupil voice	Samples on MFL during year
Collecting and evaluating summative assessment	Termly Teachers will review learning towards 'end points' and record data on a spreadsheet for evaluation by the subject leader

The role of governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from the headteacher, senior leaders and subject leaders, and a review of the continuing professional development of staff.

Monitoring and review of this policy

Senior leaders monitor the school's MFL policy and carry out reviews so that we can take account of new initiatives and research, changes in the languages curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every three years or sooner if required.