



Read St. John's Modern Foreign Language Policy

'Sowing the Seeds of tomorrow; growing in the light of the Lord'

At Read St. John's we aim to unlock the potential for everyone to flourish whilst being rooted and grounded in God's love. We aim high, so together as one family, we can fly.

Intent

Through learning French, our chosen modern foreign language (MFL), our children will develop a love of languages and an interest in other cultures, highlighting the similarities and differences. The intent of our MFL curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. Because of this, the children will be able to participate in a rapidly changing world in which work and other activities are often carried out in languages other than English. The children will acquire skills that they will be able to access in the future that will help them to learn new languages or to improve their competence in an existing language. Increased capability in the use of MFL promotes initiative, confidence and independent learning and encourages diversity within society. They will acquire language learning strategies for memorisation and retrieval as well as for listening, reading and understanding. They will have a sound grasp of the key sounds of the French language and their corresponding graphemes and be able to apply this knowledge when speaking, listening and reading aloud and will recognise some of the language patterns of French and how these differ or are similar to English.

Implementation

To ensure the language skills of staff are developed and sustained, the school are members of the Primary Languages Network. This provides all the materials, resources and support sound files and activities to enable the school to ensure progression in language learning across the four core skills and also the 12 Attainment Targets of the National Curriculum. The MFL Lead will advise, work with and guide staff when required. A curriculum overview is provided in our separate MFL skills progression document and topic map.

We introduce spoken French into EYFS and KS1 using PLN ABC's scheme of work. These are short 15 minutes weekly sessions with songs and games. In KS2 the weekly lessons are designed to be approximately 45 minutes in length. There are follow-up activities to each lesson to increase the exposure time in a week. The lessons are designed to be progressive and build on prior learning, moving from word to sentence level over the four years.

The lesson plans include ideas for support for the less able and to extend the more able. The lesson activities are challenging, varied and interactive and develop listening, reading, speaking and writing skills. Assemblies, French days including a French Cafe and Bastille Day Celebration enables the whole school, governors and parents to be immersed in the inclusion of the culture and use the language in a meaningful context.

National Curriculum

KS2

For every pupil in Key Stage 2 learning a language is a statutory foundation subject.

The attainment targets relate to listening and speaking skills; reading and writing skills; knowledge about grammar:

Speaking and Listening

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sound of language through songs and rhymes and link the spelling, sound and meaning of the words
- Engage in conversations; ask and answer questions; respond to those of others; seek clarification and help
- Speak in sentences using familiar vocabulary, phrases and basic language structures
- Present ideas and information orally to a range of audiences
- Appreciate stories, songs, poems and rhymes in the language

Reading and Writing

- Develop accurate pronunciation and intonation so that others understand when you they are reading aloud or using familiar words and phrases
- Read carefully and show understanding of words, phrases and simple writing
- Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary
- Describe people, places, things and actions orally and in writing
- Write words from memory and adapt these to create new sentences, to express ideas clearly

Grammar

- Understand basic grammar appropriate to the language being studied

All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

Spiritual, moral, social and cultural development

At Read St. John's we believe that the learning of a language provides a valuable educational, social and cultural experience for our pupils. It helps the children to develop communication skills, including key skills in speaking, listening, reading and writing.

Spiritual, Moral, Social and Cultural education is a natural focus of MFL. In MFL, we give our pupils an opportunity to both consider the needs and experiences of people of other cultures, and reflect upon their own response to this. We also encourage pupils to discover, discuss and debate unfamiliar lifestyles, festivals and customs, global events, problems and changes.

Spiritual development:

Faith and spiritualism play an important part in any society, whether in a religious or secular sense. In MFL pupils are encouraged to consider this in the study of French.

Moral development:

Moral Development in Modern Foreign Languages Moral development in MFL at Longcroft permits students to build a framework of moral values which regulates their personal behaviour. It is also about the development of understanding of society's shared and agreed values. Moral development in MFL is also about students gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views. In our language studies they explore and analyse appropriate texts which furnish them with the knowledge and ability to question and reason, helping them to develop their own value system and to make reasonable decisions on matters of personal integrity.

Social development:

The linguistic skills gained will assist and lay foundations for further language learning and will provide pupils with the confidence and independence to explore and be able to attempt manipulation of the structure of language. At Read St. John's we promote social development through young people from local high schools working effectively with our children and the children with each other. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the inter-personal skills necessary for successful relationships.

Cultural development:

Learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others. The children will develop a deeper understanding of cultural differences and similarities. We teach respect and understanding of other cultures locally, regionally and nationally.

Assessment, Monitoring and Moderation

At Read St. John's, assessment is an integral part of the teaching process. The children in KS2 are assessed in the four core skills of Listening, Speaking, Reading and Writing at the end of each unit. Our adopted scheme of work provided by the Primary Languages network provides us with assessment activities (PLN puzzle it out assessments) which are used alongside our own teacher assessments, to enable us to track each child's progress and give appropriate levels, entering developing and secure in each of the four skills at each stage. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible and marking work will be guided by the school's Marking Policy.

Monitoring and moderation takes place regularly through:

- Monitoring of planning
- Learning Walks
- Observations
- Scrutiny of Books/Work
- Moderation of work
- Discussions with Children/Pupil Voice Questionnaires
- Staff Meetings and Staff Audits
- Meetings/observations with the nominated governor.

Resources

Interactive whiteboard resources with audio support are provided by Primary Languages Network, as are ready-made resource templates and audio recordings of stories and rhymes read by a native speaker. Authentic resources and books are available in the library and during lessons. PLN workbooks are being used throughout KS2 after trialling them in just Year 3.

All staff have access to the PLN VLE, all its materials, and lesson by lesson planning. The PLN VLE school user files can be used to share information between staff and the subject leader.

Impact

Children are enthused about their language learning and are keen to extend this learning beyond the classroom and can make cross curricular links. The Children become confident at attempting to communicate in a foreign language and are resilient in the face of difficulties and they develop the

skills to be independent and critical thinkers. The children are aware of cultural differences, are keen to learn about them and embrace them and will talk enthusiastically about their language learning and are eager to further their learning in the next stages of their education.

The impact is demonstrated through the children's learning outcomes by the end of KS2. They:

- 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

This policy was written in July 2026 and will be reviewed in July 2027