



**St Bartholomew's C of E Primary**  
**MFL Policy**

**Our Christian Vision**

**Believe Achieve Respect Together Succeed**

- B** – We **believe** we will flourish in God's family.  
**A** – We know that everyone in St Bart's can **achieve**.  
**R** – We **respect** everyone in our family.  
**T** – **Together** we support and help each other.  
**S** – As part of God's family we support everybody to **succeed**.

**Safeguarding**

St Bartholomew's C of E Primary School is committed to safeguarding and promoting the welfare of its pupils. We believe all staff and visitors have an important and unique role to play in the protection of children.

In this respect, our aims are:

- To provide a safe and secure environment, which values education and believes in the abilities and potential of all children and young people
- To bring the educational attainments of our children and young people who are looked after nearer to those of their peers if there is a gap

**Our Languages intent:**

At St Bartholomew's, our primary aim of teaching languages is to add to the already diverse experience of other cultures in our school whilst supporting children to build everyday conversational skills in French. We are very lucky to have pupils and staff from many different cultures, and we embrace this by building opportunities to celebrate culture across the curriculum.

At our school, we teach languages to every pupil in every KS2 class, taking into account individual needs. Where appropriate, activities are appropriately tailored to individual children to promote progress, ensuring the languages curriculum is inclusive and forms part of a broad and balanced curriculum.

We have carefully planned our French curriculum to ensure continuity and progress throughout each year group. Each half term, children cover topics that develop skills in reading, writing, speaking and listening. In addition to this, children learn about different festivals and cultures across French-speaking countries and have opportunities to share their own cultural heritage.

**How the Language curriculum is implemented in our school:**

At our school, languages teaching centres around an appreciation and respect for other cultures, recognising similarities and celebrating differences.

We do this through:

- Explicit teaching of a foreign language in all KS2 classes (French).
- Embedding experiences of other cultures, languages and faiths throughout our curriculum across school
- Celebrating the culture and heritage of pupils and staff across school, allowing opportunities for them to share aspects of their own heritage

**Cultural appreciation**

Children and staff are encouraged to share their own culture and heritage from Early Years. This is incorporated into both language lessons and other areas of the curriculum such as History, RE and PSHE. Pupils are also encouraged to speak about any special celebrations they partake in at home and bring in photographs and objects from these special days. Bilingual staff across school are also encouraged to visit classes to share experiences of their home countries.

Each year, the school holds a multicultural evening where people in our local community can come and experience food from other cultures.

Experience days are built into the curriculum for KS2 classes to discover more about the French language they study. These are special activities, which are exclusive to their year group and may include food tasting, visitors and trips.



All KS2 pupils have one lesson per term focussing on celebrations in France, across Europe and in the home countries of children we teach. This fits in with the Christian ethos of our school, as well as our goal for pupils to have appreciation and tolerance for other cultures. These lessons cover the Christian celebrations of Christmas and Easter, as well as celebrations that are more specific to France e.g.: Bastille day.

## **Explicit Teaching (KS2)**

Children in KS2 classes are explicitly taught French as their foreign language. Class teachers use the Wakefield scheme to inform planning.

Each half term, children focus on a particular topic e.g.: Greetings, school, animals etc.

Children have a phonics session at the beginning of each lesson, which incorporate at least two sounds over a half term. This teaches the children to read individual sounds in French and allows children to apply this to particular words. As they progress through school, sounds are repeated where necessary to address mispronunciation.

Each unit of work encompasses activities to promote reading, writing, listening and oracy.

Children are exposed to a variety of texts, which include simple French stories, poems and songs. These are presented to children in both a written and spoken format. This means children become familiar with hearing others speak French and develop their ability to listen and understand. They are encouraged to use the written format to spot patterns such as rhyme and word order, and to use this to develop understanding of grammatical structures. Children are also encouraged to notice similarities to the English language (cognates).

As children move through school, they develop their ability to express themselves both orally and in writing in French. This is through repetition of key phrases learned in LKS2 such as I am/I have/I would like and their negative counterparts. This is to allow children to apply new vocabulary to these phrases to express opinions and needs. As they progress, children learn conjunctions and adjectives so that they are able to give reasons.

Children are encouraged to work collaboratively in lessons. Children are encouraged to express themselves orally in French through partnered and group work. Children enjoy using drama to role play everyday scenarios and respond to what the other person is saying. Where work is written, children take great pride in their work and produce well-presented, carefully constructed pieces of work.

Although we teach in small steps to secure understanding, we recognise that some pupils require different levels of support. Work is differentiated by extension for the most able, allowing them to give reasons for their views. Other pupils may need more tailored support which is planned in by the class teacher to ensure that all children are exposed to essential learning that is needed to progress in the language curriculum. Where appropriate, children work in groups so that they can learn from each other and ensure exposure to the languages curriculum.

## **Planning**

Planning is adapted from the Wakefield Scheme as well as the recommended unit structure set out by the subject lead. This ensures that children are given the opportunity to develop in all areas of language teaching: vocabulary, reading, oracy, phonics and grammatical structures.

## **Homework**

Children in KS2 have access to Duolingo, an online platform where they can choose topics that they would like to study. The class teacher on a particular topic can set homework, or children are able to choose aspects they would like to complete in their own time. This is managed internally by the subject lead.

## **Presentation expectations**

Children are expected to present their work to a high standard, as they would in every other subject. To ensure this, children are given a French exercise book where they record activities they have completed in lessons. Children are expected to record the date in French for written work, although this is already a feature in many classes across school.

## **Resource and resource management**

All KS2 children and staff have access to Duolingo, which is an online language-learning platform. They also have access to 2SimpleFrench and other online resources.



We also have a bank of simple French language/bilingual books, which are kept in cupboards in the Y3/4 cloakroom. They cover a range of topics taught across the French curriculum, as well as several non-fiction texts for specific year groups e.g.: WWII topic books for Year 6, Rainforests for Year 4 etc.

## **What is the impact? Assessment**

The class teacher through looking at recorded evidence in books and listening to children speaking assesses pupils informally on an ongoing basis. Class teachers will formally assess at the end of each topic using Sonar, using the sticky knowledge statements outlined for their year group.

## **Monitoring**

The Languages lead and curriculum lead monitor progress in French on a termly basis. This is through book looks, conversations with pupils and conversations with staff. This information is then used to support staff with their delivery of the MFL curriculum and provide them with essential knowledge to improve their practice.

## **Roles and responsibilities:**

### **Subject leaders:**

- Ensure curriculum is cohesive and coherent.
- Ensure policies are created and adhered to.
- Support teachers in planning and teaching of languages.
- Lead by example in the way they teach French (in KS2).
- Prepare, organise and lead training.
- Monitor languages
- Attend and share training with teachers.
- Be accountable for resources and resource management in school.

### **Teachers:**

- To celebrate culture and language within their classroom environment
- To plan effectively to provide opportunities for pupils to develop their language learning skills
- To deliver a weekly French session (in KS2).
- To differentiate to support a wide range of abilities appropriately.
- To encourage everyday use of French in the classroom (KS2).

### **Pupils:**

- Be engaged in all their lessons.
- Behave appropriately to support their own learning.
- To complete work to an appropriate standard.
- To have respect for other cultures and celebrate difference.

Reviewed: September 2025

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