

St Mary's Catholic Primary School

MFL (French) Policy



Academic Year 2025-2026

Introduction

At St Mary's Catholic Primary School, the teaching of Modern Foreign Languages (MFL) forms an essential part of our commitment to enabling every child to *Flourish* academically, personally and spiritually. Learning a new language expands pupils' worldviews, deepens cultural appreciation and strengthens their understanding of global citizenship. Our MFL curriculum is rooted in the Flourish values of **Faith, Love, Opportunities, Unity, Resilience, Integrity, Stewardship and Hope**, ensuring that pupils learn language with a spirit of curiosity, respect and aspiration.

At St Mary's, French is taught across Key Stage 2, with children in Key Stage 1 accessing early experiences with words, stories and songs from a variety of languages through our *Library of Languages*. The curriculum is carefully sequenced to build confidence, independence and joy in language learning, helping pupils develop into articulate, reflective and enthusiastic linguists.

Intent

Our MFL curriculum aims to ensure that all children:

Develop enthusiasm, curiosity and confidence

- Become inspired by languages and see their relevance in the world.
- View themselves as capable linguists who can listen, speak, read and write with increasing independence.
- Enjoy learning French through stories, songs, games and authentic contexts.

Build a secure foundation of linguistic knowledge

- Acquire key vocabulary, grammatical structures and phonics that enable them to communicate clearly.
- Understand how languages work, making links to English vocabulary and grammar.
- Develop cultural knowledge that enriches their appreciation of diversity.

Flourish through our mission and values

- **Faith & Love:** Approach new cultures with respect, compassion and openness.
- **Opportunities & Unity:** Learn collaboratively, valuing the linguistic heritage of all learners.
- **Resilience & Integrity:** Persevere when pronunciation or grammar is challenging and take pride in accuracy.
- **Stewardship & Hope:** Recognise languages as gateways to global citizenship and future possibilities.

Prepare for the next stage of learning

- Build strong foundations in listening, speaking, reading and writing to ensure a smooth transition to KS3.
 - Develop confidence in manipulating language, expressing opinions and responding to increasingly complex texts.
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Implementation

High quality teaching of French at St Mary's is delivered through a progressive, well-structured curriculum which:

Follows a clear, coherent curriculum journey

Based on the curriculum narrative you provided, the sequence progresses from early vocabulary and phonics to more complex structures:

- **Year 1–2 (Library of Languages):** Greetings, introductions, simple vocabulary, numbers, stories in multiple languages.
- **Year 3:** *Greetings, Family, Introductions, All About Me* — simple sentences, adjectives, colours, age, birthdays.
- **Year 4:** *Myself and Others, Four Friends, Food and Drink* — third person verbs, adjectives, storytelling.
- **Year 5:** *Weather, Health, Body* — descriptions, physical and character vocabulary, opinions.
- **Year 6:** *House, Home Town, Out and About, Free Time* — extended writing, complex sentences, prepositions, justified opinions.

Develops all four skills

Lessons intentionally build:

- **Listening:** Through songs, stories, modelled speech and conversations.
- **Speaking:** Using key sentence structures, partner work, role-play, repetition and oracy routines.
- **Reading:** Through simple stories, captions, instructions, posters, and short paragraphs.
- **Writing:** Starting with simple words and phrases, progressing to full sentences and paragraphs in Year 6.

Uses consistent teaching approaches

Teachers use:

- **I do – We do – You do** to model, rehearse and practise new language.
- **Explicit vocabulary teaching** supported by visuals and phonics prompts.
- **Grammar modelling**, such as adjective agreement, verb forms, opinions, sentence building.
- **Opportunities for oracy**, using sentence stems, question–response routines and talk frames.
- **Retrieval practice**, ensuring knowledge is revisited on a “loop” and retained long-term.

Provides authentic cultural learning

Children learn:

- About Francophone cultures around the world.
- How language reflects identity, traditions and daily life.
- To appreciate diversity and global connections.

Ensures inclusion for all learners

- Scaffolds are used for pupils with SEND (visual prompts, sentence frames, chunked tasks).
- Greater Depth learners are challenged through extended writing, deeper grammar and independent application.
- EAL pupils’ multilingual skills are valued as an asset.

Impact

Through our MFL curriculum, pupils at St Mary’s:

Become confident, enthusiastic linguists

- Speak French with increasing accuracy and improved pronunciation.
- Write short sentences and paragraphs using taught grammar and vocabulary.
- Read familiar texts and infer meaning from context.

Show secure progression

- Workbooks, retrieval tasks and verbal responses demonstrate learning over time.
- Pupils recall prior vocabulary and structures and apply them to new contexts.
- Fluency increases as children revisit and build upon previous topics.

Demonstrate Flourish values through language learning

- Show **resilience** when grappling with new grammar.
- Work in **unity** during pair and group tasks.

- Approach French and other cultures with **love** and **respect**.
- Recognise the **opportunities** languages provide for their futures.

Are prepared for KS3

Pupils leave St Mary's ready to:

- Understand and use key vocabulary and grammatical concepts.
 - Engage in simple conversations.
 - Write accurately using present tense forms, opinions and descriptions.
 - Access the secondary curriculum with confidence and enthusiasm.
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Roles and Responsibilities

The Headteacher will:

- Monitor the quality of MFL provision.
- Support staff development and resource allocation.
- Ensure the subject contributes fully to the Flourish mission.

The MFL Subject Leader will:

- Provide strategic direction for the subject.
- Ensure progression, assessment and curriculum review are robust.
- Support staff with planning, resources and CPD.
- Monitor teaching, learning and outcomes.
- Liaise with secondary partners to support transition.

Class Teachers will:

- Deliver the MFL curriculum following agreed progression.
 - Ensure lessons are inclusive and engaging.
 - Assess pupils' progress through verbal responses, written outcomes and observation.
 - Promote language learning as a joyful, valued part of school life.
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Assessment

Assessment is:

- **Formative**, through questioning, dialogue, oral response, mini-tasks.
- **Summative**, through short written tasks, unit outcomes and simple retrieval checks.

- **Based on three strands:** vocabulary, grammar, language manipulation.

Progress is tracked across KS2 to ensure secure development of key knowledge.

Resources

- Continuity documents developed by the trust with KS3 staff input
 - PowerPoints, storybooks, songs, phonics materials
 - Vocabulary mats and sentence stems
 - Early language library (KS1)
 - Digital resources (audio files, pronunciation models)
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Equal Opportunities and SEND

All children have the right to access high-quality language learning.

Adaptations may include:

- Visual scaffolds
 - Chunked tasks
 - Modelled pronunciation
 - Peer support
 - Pre-teaching of vocabulary
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Miss Carly McManus

MFL Subject Leader

This policy will be reviewed in **Autumn 2026** by the MFL Subject Leader and SLT.