

Unlocking the Potential for Everyone to Flourish in the love of Christ.

‘But I am like an olive tree flourishing in the house of God.’ Psalm 52:8



Modern Foreign Language Policy

September 2025

The contribution of a Primary Language to the primary curriculum

Learning foreign languages provides valuable educational, social and cultural experiences for children. Pupils acquire communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works in a wider context than their own grammar and explore differences and similarities between their native and target languages. Pupils are encouraged to examine their individual strategies for language learning and to experiment with different methods of learning and remembering. Learning another language raises awareness of the multilingual and multicultural world and introduces a global dimension to pupil's learning experience, initiating discussion of what their own culture means to them as well as investigating those of other countries. The learning of a foreign language provides a medium for a wide range of cross-curricular links and for reinforcement of the knowledge, skills and understanding used in other subjects.

The government is committed to giving every child at KS2 the opportunity to learn a foreign language. This entitlement began in 2010, and in 2014 it became a statutory requirement.

Aims and Objectives

The aims and objectives of learning a foreign language are:

To open children's minds to the excitement of other languages, lives and cultures and develop positive attitudes towards them,

To use this curiosity to develop an interest in the French language and the culture of francophone countries in particular,

To help children to explore their awareness of cultural differences in other countries,

To become increasingly familiar with the sounds and written form of a new language,

To acquire meaningful oracy skills in French that lay a firm foundation for future study,

To develop basic literacy skills that allow pupils to feel confident to read texts and write in simple sentences.

The children are taught how to:

- ask and answer questions,
- use correct pronunciation and grammar,
- interpret meaning from the written and spoken word,
- apply different language learning strategies where appropriate,
- manipulate vocabulary items within the framework of French grammar.

Organisation

At our school PL is taught to children by a French specialist from year 3 to year 6, for a one-hour session once a week. Children are encouraged to use French for requests. Class Teachers are also provided with a termly overview of the language their pupils will be covering in French lessons.

The Curriculum

The curriculum is based on the DfE KS2 Framework for Languages.

The learning objectives comprise three clearly progressive core strands of teaching and learning:

- oracy,
- literacy;
- inter-cultural understanding.

In addition, there are two cross-cutting strands:

- knowledge about language (KAL)
- language learning strategies (LLS)

These are of value in themselves as important tools for learning, providing a nonlanguage-specific basis for children's future development as language learners. They are conceived with the purpose of supporting the core teaching and learning strands rather than as existing independently from them.

Planning for Continuity and Progression

The majority of pupils are learning French for the first time and so all begin from the same starting point in year 3. In years 3 and 4, when speaking and listening skills are the main focus for learning, work is differentiated - to support pupils who are having difficulties and to extend and challenge pupils who show a deeper understanding of the language. In years 5 and 6 the tasks completed by the children are also differentiated to provide specific, level-appropriate reading materials and to ensure tasks are suitable for all pupils.

The specialist teacher monitors the Scheme of Work at the end of each year to ensure that pupils are given the opportunity to achieve all learning objectives set out in the Framework.

Teaching and Learning Styles

Lessons utilise a variety of techniques to encourage the children to have an active engagement with the foreign language, including games, songs, role play, finger rhymes, stories and ICT. Actions as well as visual aids are used to present new vocabulary to enable pupils of different learning styles to learn effectively. Lessons are made enjoyable so pupils develop a positive attitude to the learning of French. Pupil confidence is built through praise for any contribution they make, however tentative.

SEND and Inclusion

All teachers have the responsibility for meeting the needs of children with Special Educational Needs (SEND). These will be met by the planning of adaptive tasks and activities where necessary and presenting work appropriate to the objectives and skill level of the individual according to their Personalised Provision Plan. Children with SEND often find themselves at the same starting point as their classmates when learning French. As a result, their self-esteem is very significantly enhanced. For a minority of pupils who have SEN the decision has been taken that learning French is inappropriate at this stage and alternative provision is made for these children.

Assessment

Informal assessment is carried out by the teacher during lessons which informs future planning. Progression can be seen in the children's exercise book which will

be used throughout the 4 years showing progression, particularly in the written language. MFL progression documents are also used.

Monitoring

French lessons are monitored through the normal monitoring processes of the school.

Resources

Units consist of a variety of materials, both commercially bought and written by the teacher. ICT is used extensively to provide authentic, good quality examples of French life and language.

Equal Opportunities

Every effort is made to ensure that MFL is as equally interesting and accessible to all. All teachers strive to avoid any bias according to a child's ethnic origin, disability or social background in accordance with procedures outlined by Derbyshire County Council.