Ecton Brook Primary School

MFL (French) Policy

Sep 2026

Next Review July 2029

ECTON BROOK PRIMARY SCHOOL

POLICY FOR MFL (French)

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Modern Foreign Languages Policy

At Ecton Brook Primary School, we believe that language learning is a fundamental life skill, enabling communication, learning and expression and ensuring that our pupils can play a full and active part as individuals within society.

"*The long-term future of our country is bound up in the way we educate the young. Language and multiculturalism are at the heart of that education, especially in this 21st century global society. We need to do everything possible to create the conditions needed for coherence, creativity and success in language education*."

National Languages Strategy May 2011

Learning and teaching in MFL develop children's ability to listen, speak, read and write for a wide range of purposes. Children are enabled to develop their knowledge of languages to become enthusiastic, independent language learners and users. MFL provides a medium for cross curricular learning and the reinforcement of knowledge, skills and understanding developed in other subjects.

MFL is concerned with the study of three progressive learning objectives:

- Oracy
- Literacy
- Intercultural understanding

and two 'cross -cutting' strands

- Knowledge about language
- Language learning strategies

By the end of Key Stage 2, all pupils will have learned transferable skills that will support future learning across Key Stages and throughout life.

Statutory Requirements

In accordance with the new primary National Curriculum which took effect from September 2014, learning a modern foreign language has become a requirement for children within Key Stage 2. As a school that operates within an academy trust, our school has the option to implement this requirement and has chosen to do so, selecting French as the MFL.

French is well established as a curriculum subject in Key Stage 2, having been taught for a number of years, with all year groups now working at their appropriate level within the scheme.

Our Aims

We aim to ensure that the children's needs as MFL learners and users are effectively met and that practice throughout Key Stage 2 is clear and consistent.

To this end we aim to provide language learning opportunities for children to:

- gain enjoyment, pride and a sense of achievement
- apply and develop their knowledge of languages and language learning
- explore and apply strategies to improve their learning
- explore their own cultural identities and those of others
- acquire extended knowledge and learning through the links made with MFL and other curriculum subjects such as:

- English: sentence structure; grammar; stories; rhymes; dictionary skills
- Maths: counting; understanding dates and the calendar; maths calculations; multiplication tables etc
- Science: Animals; Habitats (opt); Keeping Healthy; Weather; Space
- Geography: location of France in Europe and the world; regions, towns, rivers and landmarks of France; location of francophonic people around the world; weather
- History: Ancient Britain (opt); the Tudors (opt); the Romans; World War Two (opt)
- RE: festivals, celebrations, and traditions (eg Christmas and Easter)
- Music: Learning French through song; Musical instruments
- PHSE: self-identity and confidence; tolerance and acceptance of other cultures, manners, customs and ideas

We aim to encourage all pupils to:

- 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 express through discussion and questioning, whilst continually seeking to improve the accuracy of their pronunciation and intonation
- feel confident to listen successfully while not necessarily understanding every word
- write at varying length, for different purposes, using the variety of grammatical structures learnt
- discover and develop an appreciation of a range of writing in the language being learnt
- gain an appreciation of cultural traditions and differences
- celebrate their success as they progress in their language learning

Planning

Planning is based on;

- The *Language Angels* Scheme of work, a nationally-recognised, online resource
- The National Curriculum
- A range of other resources

Resources

The *Language Angels* scheme is a fully online resource, enabling all teachers in all classes to have instant and continuous access to all the resources they need to teach whichever lesson they choose.

Teaching and Learning

French is taught in a whole-class setting by the class teacher and/or HLTA and is therefore not reliant on one key member of staff.

Teachers plan their lessons using the *Language Angels* scheme of work and can supplement this with their own ideas and experience and those of their colleagues.

The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

Each class has a timetabled lesson of at least thirty minutes per week.

The delivery of French lessons includes:

- PowerPoints and interactive whiteboard materials
- Interactive games (which pupils can access from home to consolidate their learning)
- Songs & raps
- Differentiated desk-based consolidation activities
- Worksheets (at three different levels of challenge) are provided throughout each teaching unit and can be used in class or can be sent home to be completed as a homework exercise

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar). Below is an example outline of the units we will cover throughout KS2:

Year 3	Year 4	Year 5	Year 6
Core Vocabulary * & Phonetics	Presenting Myself	Do You Have A Pet?	Verbs & Grammar
I'm Learning French	Family	What Is The Date?	At School
Animals	The Tudors or Habitats (Intermediate Version)	The Weather	The Weekend
Musical Instruments	At The Café	Clothes	World War II or Habitats (Progressive Version)
Little Red Riding Hood or Ancient Britain	The Classroom	The Romans	Healthy Lifestyles
I Can…	Goldilocks	The Olympics or Habitats (Progressive Version)	The Planets

*** Core Vocabulary** lessons cover; Classroom Commands; Colours; Days Of The Week; Months Of The Year; Numbers 1 – 100; Maths Calculations.

Assessment of Pupil Learning & Progression

At present there is no formal statutory assessment requirement in MFL. Assessment in school takes the form of weekly on-going formative assessment, end of term assessments and self and peer assessment - all of which are used to measure progress and to inform planning.

This policy reflects the school's aims and objectives in relation to the teaching and learning of MFL. It sets out a framework within which teaching and non-teaching staff can operate. This policy needs to be read alongside other school policies and government guidance including:

- Special Educational Needs policy
- Assessment policy
- Equality and Diversity policy
- National Curriculum in England
- Other documents from the Standards and Testing agency

Peer and self-assessment 'I can do…' grids are available at the end of every Language Angels unit. These are a quick and easy way for all pupils in the class to record which units they have completed and the progress they are making.

Role of Subject Leader

The subject leader is responsible for raising the standards of the teaching and learning of MFL by monitoring and evaluating through: -

- pupil progress
- the quality of the learning environment
- leading in policy development
- keeping up to date with developments and recent initiatives
- auditing CPD needs and supporting colleagues in their CPD
- auditing, purchasing and organising resources

Monitoring and evaluation

The Subject Leader monitors the effectiveness of the language teaching provided throughout the school via regular observations, with feedback given to teachers delivering foreign language lessons. The Subject Leader and class teacher will together monitor the learning and progression made by pupils across the key stage.

The Subject Leader will also encourage cross-curricular topics be taught in French to knit together various areas of the curriculum.

Inclusion

A fundamental principle of the school and of the KS2 Framework for Languages is that language learning is for all children and is inclusive in approach.

The school aims to provide a broad and balanced education for all children so that they achieve as highly as they can in MFL according to their individual abilities. Through our MFL teaching we provide learning opportunities that enable all children with special educational needs, those with disabilities, those who demonstrate higher academic potential and those learning English as an additional language to be successful and proud of their achievements.

Inclusion is built into the scheme of work, with great emphasis on encouraging pupils to participate, allowing them to get involved when they feel confident enough to do so.

Children of other nationalities are encouraged to share knowledge of their language and traditions in lessons to expand multicultural connections and understanding, giving them the opportunity to explore their own cultural identities and those of others.