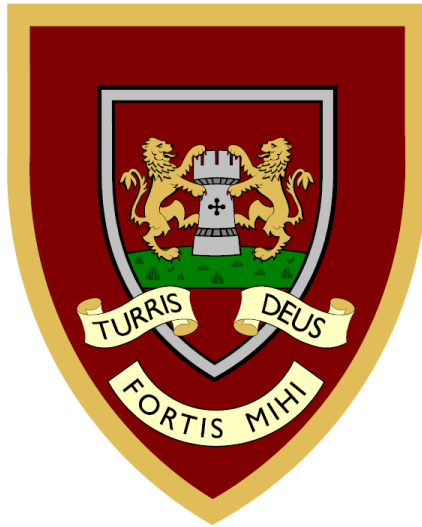


Holy Family Catholic Primary School



Modern Foreign Languages Policy

Approved by:	Bernadette Nesbit	Date: February 2025
Last reviewed on:	February 2025	
Next review due by:	To be monitored and updated as required	

Intent

Our French curriculum aims to give children an awareness of other cultures and have the confidence and resilience to communicate in French for practical purposes, using both written and oral French. We aim to give pupils a foundation for language learning that encourages and enable them to apply their knowledge and skills – knowledge, skills and vocabulary that are built on from prior learning and repeated with increasing complexity.

Implementation

Our French Curriculum is supported through the Kapow Primary scheme of work which is designed with six strands that run throughout: speaking and pronunciation, listening, reading and writing, grammar, intercultural understanding and language detective skills. Our Curriculum is supported through curriculum overview documents that show coverage of the national curriculum and skills/knowledge progression documents that show how skills are developed and link to prior learning.

Lessons incorporate a range of teaching strategies from independent tasks, paired work and group work including role play, language games and language detective work. The programme offers differentiation so all children can access the lessons. Lessons are taught once a week for 30 minutes.

Impact

Pupils should leave school equipped with a range of language-learning skills to enable them to study French, or any other language, in Key Stage 3. The expected impact is that children will:

Be able to engage in purposeful dialogue in practical situations

Make increasingly accurate attempts to read unfamiliar words, phrases and short texts

Speak and read aloud with confidence and accuracy in pronunciation

Demonstrate understanding of spoken language by listening and responding appropriately

Be able to identify word classes in a sentence and apply grammatical rules they have learnt

Be able to construct short texts on familiar topics

Meet the end of Key stage 2 expectations outlined in the National Curriculum

Expectations

It is expected that most of the following items are evident in every French lesson:

- Listening to a native French speaker
- Discussion

- Good questioning
- Reflecting on previous knowledge
- Engaging/active learners
- Practise of pronunciation
- Evidence of work can be verbal, written or a mixture of both
- Working independently or in groups
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The National Curriculum

Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

The national curriculum for languages aims to ensure that all pupils:

- 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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

The co-ordinator will be responsible for:

- The implementation, review and update of the policy.
- Providing schemes of work for all aspects of the MFL Curriculum.
- Consultation and advice on resources and activities for other teachers.

- Attending CPD courses and cascading relevant information.
- The ordering, storage and inventory of resources.
- Monitoring and evaluating how the curriculum is delivered.
- Auditing the needs of staff and arranging CPD.

Organisation/ Allocation

All KS2 classes have an allocated slot of 30 minutes within their timetable to teach French. This is the amount of time the scheme that we follow recommends on a weekly basis.

Marking

Live marking will take place in accordance with the school's Marking Policy.

Displays

KS2 staff will display a French working wall; this may contain vocabulary from the current or previous lessons and any children's work that should be celebrated.

Inclusion

All pupils throughout the school, shall have the opportunity to develop MFL capability. The school promotes equal opportunities and fairness of distribution of MFL resources.

Monitoring & Evaluation

The MFL co-ordinator will monitor the delivery of MFL within the school informally and through lesson observations. These will take place within the school's identified programme of monitoring and evaluation. This will provide individual feedback to teachers, a general overview of good practice and areas for development and identify areas for CPD.

Assessment

Teachers will use the assessment tool provided by Kapow (scheme of work). Teachers should use this to guide their teaching, identify any gaps in learning and inform future planning.

Greater Depth

A child who is working at Greater Depth should be able to independently take the vocabulary taught in the lesson and apply to their own sentences. They should be able to write at length on one given subject and be able to independently use a French dictionary to add to their vocabulary. Pupils might extend their sentences using more than one verb to show more information in a sentence. Pupils will read and write more vocabulary than what the teacher has explicitly taught during the lesson. Pupils will be more independent in their ability to write in French.

Oracy in French

Oracy is a fundamental part of primary French, helping children develop confidence in speaking, listening, and pronunciation. Through activities like role-plays, songs, and interactive dialogues, students practice using new vocabulary and sentence structures in a meaningful way. Encouraging verbal interaction not only improves pronunciation and fluency but also helps children develop their listening skills and cultural awareness, making language learning more engaging and effective.

Units covered in KS2:

Year Groups	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	French greetings with puppets	French adjectives of colour, size and shape	French playground games – numbers and age	In a French classroom	French transport	A circle of life in French
Year 4	Portraits – describing in French	Clothes – getting dressed in French	French numbers, calendars and birthdays	French weather and the water cycle	French food – miam, miam!	French and the Eurovision Song Contest
Year 5	French monster pets	Space exploration – in French	Shopping in France	French speaking world	Verbs in a week	Meet my French family
Year 6	French Sport and the Olympics	French football champions	In my French house	Planning a French holiday	Visiting a town in France	

