



MICKLEOVER PRIMARY SCHOOL

Name of Policy: Modern Foreign Languages

Date of Policy: May 2026

Member of Staff responsible: Mr Sean Welsh

Review date: May 2029

Signature: _____ **Chair of Governors**

Date Approved: _____

At Mickleover Primary School

We are:

Motivated to be our best!

Proud of ourselves and our achievements!

Successful, skilled and ready for life!



Modern Foreign Languages Policy

INTENT

Our aim at Mickleover Primary School is to foster children's curiosity and help deepen their understanding of the world through learning a language.

The national curriculum for languages aims to ensure that, by the end of Key Stage 2, 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

Learning objectives are based on the progressive strands of teaching and learning as set out in the Languages Key Stage 2 Programme of Study (2013).

The children are taught how to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

IMPLEMENTATION

Planning in Key Stage 2 is based on the objectives and learning outlined in the Languages Key Stage 2 Programme of Study (2014), ensuring that pupils make clear and sustained progress in their language learning and are well prepared for transition to Key Stage 3.

The current curriculum has been adapted from the Twinkl French scheme of work to create a more cumulative and progressive model of language learning. In response to both research around



memory and retention, and collaboration with local secondary schools, content has been carefully reduced and prioritised to focus on the most essential vocabulary, grammatical structures and high-frequency language patterns that pupils will need for future study. This approach ensures greater depth of understanding, stronger long-term retention and increased linguistic confidence, while avoiding cognitive overload.

The revised curriculum has been designed so that language is revisited regularly and built upon systematically across Key Stage 2. Vocabulary and grammar are introduced in manageable stages, with frequent opportunities for retrieval practice, repetition and application in both spoken and written contexts. Particular emphasis has been placed on securing accurate pronunciation, sentence-building, grammatical awareness and confidence in communication, reflecting the key priorities identified by secondary colleagues to support a smooth transition into KS3 language learning.

Teachers use a range of carefully selected resources, adapted from the Twinkl framework, to provide consistency and progression across year groups. PowerPoints and audio materials are used within lessons to expose pupils to native-speaker pronunciation and authentic language, while maintaining an engaging and accessible learning environment. Lessons also provide opportunities to develop intercultural understanding and awareness of French-speaking countries and communities.

Through the sequence of lessons, pupils develop listening, speaking, reading and writing skills alongside dictionary skills, spelling strategies, language-learning techniques and knowledge about how language works. Learning is planned cumulatively so that prior knowledge is continually revisited and strengthened before new content is introduced. This ensures that pupils are able to recall and apply language with increasing fluency and independence over time.

The teaching of French remains firmly rooted in the Languages Key Stage 2 Programme of Study (2014). In addition to timetabled lessons, language is revisited informally throughout the school day through classroom routines, songs, greetings, instructions and celebrations. This regular exposure supports retrieval and helps pupils to embed core language structures in meaningful contexts.

In Key Stage 2, pupils receive a timetabled weekly French lesson as part of the school's commitment to providing a broad and enriched curriculum. In Lower Key Stage 2, teaching focuses primarily on listening, responding and speaking skills, alongside simple reading and writing activities. In Upper Key Stage 2, these skills are developed further through more structured sentence work, grammatical understanding and extended reading and writing opportunities.

Teachers employ a variety of engaging approaches to support learning, including games, actions, rhymes and songs, recognising the important role that repetition, movement and enjoyment play in memory and retention. Lessons are designed to foster confidence and participation, with children encouraged and praised for all contributions. This supportive environment helps pupils to develop positive attitudes towards language learning and the confidence to communicate in another language.

Both within formal lessons and through everyday classroom use, the emphasis remains on purposeful communication, enjoyment and building pupils' confidence as successful language learners.



IMPACT

Assessment is an integral part of effective teaching and learning. Teachers assess children's work in MFL by making informal judgments as they observe pupils. Impact can also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids and traffic light assessments, KWL grids and through the feedback and monitoring of recorded and written work (in line with the school's marking policy) aimed at targeting next steps in learning.

Assessment grids will be used to track the progress of children throughout Key Stage 2. This information may be given to the secondary school so that there is effective communication in order to further their learning and build upon skills in Key Stage 3.

EQUAL OPPORTUNITIES

Mickleover Primary School is committed to providing a teaching environment, which values, respects and challenges all children regardless of ability, race, gender, religion, social background, culture or disability.

SPECIAL EDUCATIONAL NEEDS

Any children who are identified as having Special Educational Needs are given the help that they require to access the MFL curriculum. Where children have a degree of physical, sensory or behavioural difficulties within the lesson, they should be encouraged to participate in MFL activities with help from others. Children with Special Educational Needs will have challenge provided at an appropriate level through adaptation and scaffolding.

WORKING AT GREATER DEPTH

Children working at greater depth in French should show flair and curiosity for language and its culture. They eagerly engage in learning new vocabulary, building on their current knowledge and seek to learn new phrases, which they can apply within their spoken and written work. They will play with language and develop a greater understanding of grammatical rules and the start to link matching sound words from previous topics.

INFORMATION COMMUNICATIONS TECHNOLOGY (ICT)

ICT is used in a variety of ways to support teaching and learning. Each teacher has access to the Internet for use of interactive activities on the Interactive Whiteboard (IWB), as well as in the ICT suite.

RESOURCES

The school is continuing to develop a range of resources for use in MFL teaching, which are developed and added to in line with developments within the curriculum area.

ROLE OF THE CURRICULUM LEADER

The curriculum leader for Modern Foreign Languages works with the whole school staff to develop a cohesive MFL experience throughout the school.

The curriculum leader will also:

- Support colleagues in their development and understanding of detailed work plans and implementation of the scheme of work and in assessment and record keeping.



- Take responsibility for the purchase, maintenance and organisation of resources for MFL, taking into account cost effectiveness.
- Keep up to date with developments in MFL provision and teaching
- Attend curriculum leader meetings and courses provided by the Local Authority, cluster groups or other colleagues where available.
- Monitor and review the planning and delivery of French throughout the school.
- Advise the Head Teacher of action required (e.g. resources, standards etc).
- Encourage and assist in delivering training.

Modern Foreign Language is a subject in its own right and has specific skills and knowledge, which need to be taught and learnt. However, some of these skills and knowledge can be applied across the curriculum to support work in other subjects, particularly in Literacy.