



St Giles C.E. Primary School

Modern Foreign Languages Policy

1. Curriculum Vision

Intent

The 2014 National Curriculum for Modern Foreign Languages aims to ensure that all children:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Are able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and that they are 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.

A high quality languages education should foster children's curiosity and deepen their understanding of the world. At St Giles we are committed to ensuring that competence in another language enables children to interpret, create and exchange meaning within and across cultures. It also helps children develop skills that will open further opportunities later in life. The teaching of French in KS2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3.

Implementation

Children are introduced to French in KS2 and receive a weekly 60 minute lesson, throughout their time in KS2. This enables the children to develop early language acquisition skills that facilitate their understanding of the patterns of language and how these differ from, or are similar to, English.

Lessons across the Key Stage support the skills of speaking, listening, reading and writing:

- Children are taught to listen attentively to spoken language and respond, joining in with songs, rhymes and games.
- Children develop an appreciation of a variety of stories, songs, poems and rhymes in French that are delivered through the curriculum content.
- We follow the primary MFL scheme of work from KAPOW.

Impact

Our MFL curriculum ensures that children develop their knowledge of where different languages, including the range of home languages spoken by the families of the school, as well as French, are spoken in the world. Varied learning experiences, including 'Culture Day' also ensure that languages are celebrated throughout the school community whilst providing a context for language learning and develop the children's understanding of different cultures.

2. Aims and Objectives

The aims and objectives of learning a modern foreign language at St Giles Primary School are:

- To foster an interest in learning other languages;
- To introduce young children to another language in a way that is enjoyable and fun;
- To make young children aware that language has structure and that the structure differs from one language to another;
- To help children develop their awareness of cultural differences in other countries;
- To understand and respond to spoken and written language from a variety of authentic sources;
- To 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;
- To write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt;
- To discover and develop an appreciation of a range of writing in the language studied.

3. Teaching and Learning

We recognise that language learning in its broadest sense has three core strands - oracy, literacy and intercultural understanding. We also recognise that children should be encouraged to apply their knowledge and that we should equip them with strategies for language learning that they can use in the future, when studying another foreign language. We use a variety of techniques to encourage the children to engage actively in the modern foreign language: these include games, role-play and songs (particularly action songs). Also, we listen to recordings, in order to expose the children to more than one voice in the foreign language. We frequently use mime and pictures to accompany new vocabulary in the foreign language, as this teaches the language without the need for translation. We teach the four strands of speaking, listening, reading and writing and to understand basic grammar, including: feminine, masculine and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English. We use a multi-sensory and kinaesthetic approach to teaching.

Research has also shown that physical responses planned into lessons help to improve enjoyment, provide opportunities for reinforcement through actions, help memory through actions, increase confidence as movement and games can provide safe ways of speaking aloud and it helps learning through creating a positive atmosphere. We make the lessons as entertaining and enjoyable as possible as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. We build children's confidence through praise for any contribution that they make in the foreign language, however tentative.

How do French skills and knowledge develop at Kapow Primary?

The development of French knowledge across all year groups, ensures a clear pathway for pupil learning. Progression is broken down into the following areas:

- **Phonics** – becoming familiar with key French phonemes, spelling and pronunciation.
- **Vocabulary** – introducing commonly-used words; memorising high-frequency keywords.
- **Grammar** – systematically learning French grammar and applying it in a variety of contexts; practising grammar structures in speaking, writing, reading and listening activities.
- **Language comprehension (listening and reading)** – applying knowledge of phonics, vocabulary and grammar; decoding what the children hear and read more accurately and efficiently using a range of strategies.
- **Language production (speaking and writing)** – applying what the children have learnt across other knowledge strands to speak and write in French.
- **Cultural awareness** – learning about French food, celebrations, festivals, art and French-speaking countries around the world.

4. Planning and resources

The school uses resources developed by KAPOW, to provide teachers at all levels of French knowledge with a unit plan and resources, to ensure that French is taught with accuracy and confidence. A number of audio and visual resources are also referenced in the planning and these can be accessed by all staff on the school's KAPOW account. A number of related resources, including flashcards, Euro's and books have also been stored in a central location (Library).

MFL Yearly Overview

Each year group will complete 6 units per academic year using the KAPOW resources to aid teaching and learning.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>Yr3 and 4 Expected outcomes in speaking and writing – Words and building a phrase</i>					
Year 3	<i>French greeting with puppets</i>	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
	<i>Yr 5 and 6 Expected outcomes in speaking and writing – Two or three phrases leading to a short paragraph by the end of Year 6.</i>					
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	

5. Organisation

We teach a foreign language lesson to all children in Years 3-6 for 60 minutes a week. Each year group has specific topic areas to cover. The language is taught by the class teacher, which we consider to be important as the teacher can follow up throughout the week providing the constant revision needed for effective language learning. Learning is consolidated by using the foreign language at other times such as:

- During taking the register;
- Grouping and counting in other lessons, e.g. P.E, literacy, etc;
- Five minute language games.

Recording

Children record most of their work in their own exercise books, which get passed on with them throughout KS2 to showcase their MFL journey. In addition, throughout the year, teachers will record children's French speaking using iPads and this evidence is saved on Google Classroom.

6. Equal Opportunities

At St Giles we are committed to promoting equal opportunities irrespective of socioeconomic background, gender, disability and ethnicity in all areas of the curriculum. We believe all children should have access to and participation in the learning of languages and to be supported in this process.

SEND pupils

There are a range of strategies used by teachers as part of Quality First Teaching to support SEND pupils. For example: task slicing - breaking learning into smaller steps; visual cues (dual coding); peer to peer support to practice and over learn. For children who find writing a barrier, pupils are provided with talking tins and Chromebooks. It is the expectation that SEND pupils access high quality/age related learning as appropriate to their needs.

7. Inclusion

At St Giles, we teach a modern foreign language to all KS2 children. A modern foreign language forms part of the school's commitment to providing a broad and balanced education to all children. Through our modern foreign language teaching, we provide learning opportunities that enable all children to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

8. Assessment

We assess the children in order to ensure that they make good progress in this subject. The children are assessed continually throughout the year, with the teacher giving feedback orally and through marking. When assessing the children, teachers think about the five key strands of the MFL Curriculum:

- Oracy
- Literacy
- Knowledge about Language (KAL)
- Language Learning Strategies (LLS)
- Intercultural Understanding (IU)

Throughout the year, teachers record children's oracy in French lessons using iPads and saving the evidence on Google Classroom.

Teachers assess formally by completing INSIGHT once a term. Teachers use the progression and curriculum coverage for each year group, to help them to decide whether children are working below, at or above age related expectation.

9. Monitoring and review

We monitor teaching and learning in the same way as we do all the other subjects that we teach in school. Books are monitored regularly on a termly basis by either the subject lead or SLT.

The Head-teacher/subject leader also reports to the governing body on the progress of children in French in the same way as any other subject. The governors' curriculum committee has the responsibility of monitoring the success of the teaching in French.

The subject lead liaises with the local secondary schools, so that they are aware of the modern foreign language experience of our children when they move to the next phase of their education.

10. Role of the Subject Leader

The coordination and planning of the MFL curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping them informed about current developments in MFL;
- Writes a subject development plan, informed by the whole school development plan;
- monitors and evaluates the teaching and learning of MFL across KS2.

Policy Implemented: November 2025

To be reviewed: November 2027