

Sherwood Primary School

Modern Foreign Languages Policy



January 2026

We are Sherwood. Each of us unique.
As one family, we all thrive and excel together.

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Sherwood Curriculum Rationale

We aim to provide a creative and challenging curriculum that inspires our children and prepares them for life in a culturally diverse and ever-changing world. High expectations, inclusive approaches and excellent teaching will form the basis of all our work. Our pupils will have the opportunity to explore, ask questions, discover and become resilient, independent learners. Our Curriculum will prepare our children for life-long learning.

Inspire • Explore • Achieve

Sherwood Values

Teaching and Learning at Sherwood Primary School is underpinned by six core values.

The 6 Sherwood Core-Values are:

- Honesty
- Perseverance
- Respect
- Adventure
- Aspiration
- Independence

Alongside our core values, we also promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs across the curriculum.

Equality

At Sherwood, we believe that equality should permeate every aspect of School life and is the responsibility of every member of our School Community.

Every member of our School Community should feel safe, secure, valued and of equal worth. We are committed to ensuring equality of education and opportunity for all pupils; irrespective of race, gender, gender variance, disability, belief, religion socio-economic background or sexual orientation.

It is our aim to understand and tackle the different barriers which could lead to unequal outcomes for different groups of pupils in School. The Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It is our aim to celebrate and value the equal opportunity achievements and strengths of all members of our School Community.

Purpose of study

A high-quality MFL education should inspire in pupils a curiosity and fascination about the different languages spoken across the world. It is widely believed that the early acquisition of a foreign language facilitates lifelong language learning. We believe that learning a foreign language helps all pupils develop their interests and curiosity in the similarities and differences between themselves and others. This includes learning about countries, cultures, people and communities. Learning a foreign language helps pupils to extend their communication skills and enhances self-esteem. The language we choose to learn at Sherwood is French.

Aims

The national curriculum for Modern Foreign 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.

Organisation

Work in Modern Foreign Languages follows the requirements of the National Curriculum. At Sherwood Primary School, we teach French in Key Stage 2. The Sherwood Curriculum outlines in more detail how French is planned across Years 3-6, with each year group having areas of work allocated to them in the form of topics. The children work at levels appropriate to their ability.

Subject Content

The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at Key Stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern foreign languages will be on practical communication.

Pupils should be taught 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.

Assessment and Record Keeping Procedures

By the end of Year 6, pupils are expected to know, apply and understand the skills specified in the relevant programme of study.

Each Class teacher is responsible for recording their pupils' progress against the objectives for that particular unit of work. Whether the pupil is below

expectations, in line with expectations or exceeding expectations will be recorded at the end of Years 3-6 and passed on to the next teacher.

Special Educational Needs and Disability

The children with Special Needs will have access to the full languages curriculum. Specific support will be given to children with speech and language difficulties, in addition to any other special educational needs and disabilities, enabling them to take a full and active role.

Equal Opportunities

All teaching and non teaching staff at Sherwood Primary School are responsible for ensuring that all pupils, irrespective of gender, ability, ethnic origin and social circumstances have access to the whole curriculum and the opportunity to make the greatest progress possible in all areas of the curriculum while in our school.

All children will be encouraged to take an active role in French activities.

Links with other areas of the curriculum

As well as making its own contribution to the school curriculum, French contributes to the wider aims of primary education.

English

Children apply their literacy skills in every French lesson. Speaking, listening, reading and writing skills are essential when the children are learning a new language. They need to be able to communicate in ways appropriate for the task and audience. Discussion, drama and role play are aspects of the programmes of study as children develop their understanding of the French language.

Maths

Many opportunities occur for children to apply their mathematical skills when learning French, for example numbers, money, days of the week, months of the year and telling the time.

Technology

The use of technology can effectively support children's learning in French. Children can listen to French stories and songs which is essential for learning correct pronunciation. iPads are regularly used to record children speaking French; each child in Key Stage 2 will have their own French portfolio on Seesaw.

Geography

Children will learn about the location and geographical features of France. Learning French also provides opportunities to promote Multicultural development, through gaining an understanding of French culture, and the cultural diversity within France.

Music

Learning French songs will support some of the learning taking place in the music curriculum.

Resources and Accommodation

Resources are replaced and purchased by the subject leader following the general school ordering procedure. Staff are asked to inform the subject leader of any resources they would like to be added to the store. The purchase of resources is planned each year and a budget allocated.

Role of the Subject Leader

Throughout the year the whole staff is encouraged to feedback information and ideas to the MFL Leader, such as how a particular topic is progressing and the work that children are undertaking, comments upon the availability and suitability of resources and any other relevant comments about the overall structure of the future MFL Schemes of Work.

The MFL Leader is responsible for maintaining MFL resources, monitoring their use and ordering new resources.

Role of Nominated Governor

At Sherwood, there is a named MFL Governor. Their role is to meet termly with the MFL subject leader to discuss the latest developments within the subject at Sherwood, and is invited to attend relevant school INSET. They may be involved in book and planning monitoring exercises and take part in learning walks through the school. The governor's role is to be a 'critical friend' asking questions that encourage clear thinking and positive support throughout the school.

Governors are invited to meet with their Subject Leader or visit School on a termly basis and to report back to the Governing Body after each meeting with the Subject Leader.

Monitoring and Evaluation

Monitoring and evaluation will be conducted in line with the School Monitoring and Evaluation Schedule.

Evaluation and review of the Policy for MFL and any schemes of work will take place in line with the School Development Plan.

Links with other Policies

These may be read in conjunction with the MFL Policy for further information.

- Planning
- Role of subject Leader
- Health and Safety
- Equal Opportunities
- SEN
- Professional Development
- Assessment and Record Keeping

Approval

Approval date: January 2026

Review date: January 2028

Signed (Headteacher)



Signed (Chair of Governors):

