

# **Winnington Park Primary School and Nursery**

## **Modern Foreign Languages Policy**



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# MODERN FOREIGN LANGUAGES POLICY

## Our Curriculum Vision

At Winnington Park Community Primary School and Nursery we aim to offer a creative and inclusive Curriculum which inspires, engages and challenges and in which children are partners in their own learning.

## Intent

We ensure that children are given opportunities to widen their knowledge and understanding of the world and learn and apply skills which will make them successful learners for life as well as enhancing their spiritual, moral, social and cultural development.

Children will become confident, independent and resilient learners who are willing to take risks in their learning. They will have high aspirations and be proud of their achievements. We aim to give everyone the opportunity to fulfil their highest potential, both academically and in respect of their wider interests and talents.

Our curriculum has clear end points and our lessons are sequenced so children's learning builds towards these. The children's new knowledge and skills builds on what they have been taught before and is designed for the children, families and community of Winnington Park.

## Implementation

Our children learn through a knowledge-based curriculum which develops children's skills. We endeavour to engage our children and completely immerse them in their learning. Topics are progressive whilst being inclusive and challenging. They provide children with the knowledge and skills needed for the next stage in their learning and later life.

We celebrate and value all subjects and provide opportunities to apply key skills in all areas of learning. We have high expectations of achievement, progress, behaviour and presentation. Our children enjoy developing their learning through enhanced projects such as writing and reading weeks, art workshops, trips and residential.

## Impact

The impact of our curriculum ensures children are prepared for the next stage of learning and later life.

Children who attend Winnington Park achieve well and are equipped with the knowledge and cultural capital they need to succeed in life.

## Languages Vision

Our vision in Languages is to deliver a successful curriculum, teaching French to all learners in Key Stage 2 to enable them to retrieve embedded knowledge or to begin their journey into learning an MFL with enthusiasm and excitement. French lessons at Winnington Park inspire in pupils a curiosity and fascination about the world they live in and other cultures. They develop children's knowledge about the world, the United Kingdom and their locality. Lessons take place both in and outside the classroom.

## 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

## 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. At Winnington Park we teach French at Key Stage 2.

### **In Key Stage 2**

Teaching focuses on enabling pupils to make substantial progress in one language. The teaching provides an appropriate balance of spoken and written language and lays 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 French will be on practical communication.

Pupils will 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

### **Teaching and Learning**

Through carefully planned, motivating and relevant learning activities, children will progress in listening, speaking, reading and writing in French. We ensure that the focus of study in primary languages will be on practical communication.

French is taught by a subject specialist, supported by class teachers in KS2. This enables class teachers to monitor children's progress to gain more confidence in delivering language lessons. French lessons are sequenced to ensure that children build on language previously learnt, by following our progressive knowledge and skills documents. The focus is to embed skills and knowledge, underpinned by the three pillars of language learning: grammar, vocabulary and phonics. The teacher checks children's understanding effectively and identifies and corrects misunderstandings in a supportive environment. Children are always rewarded with praise for having a go, thus developing confidence and self-esteem. Teaching ensures that children embed key concepts in their long – term memory and apply them fluently.

Teachers will use a mix of:

- Teacher prepared material
- Material from Primary Languages Network scheme (subscription)
- Published resources
- Practical tasks
- Educational visits and visits from others
- Internet resources

While oral communication will be our primary focus, we also use French exercise books which the pupils keep throughout Key Stage 2. These value the children's work and show their progress, providing a reference as they

move up the Key Stage and allowing them to build on and revisit past knowledge and skills, thus embedding learning.

Work and photographs of activities are displayed in class books and on displays which values and celebrates our children's efforts and achievements.

#### Spiritual, Moral, Social and Cultural Aspects

MFL contributes to SMSC development. Spiritually, the children become excited learning more about the wider world and the opportunities that learning a language can bring. MFL supports moral development by showing pupils to respect and embrace other culture, celebrating differences such as encouraging children with EAL to share stories, language, culture and recipes that are special to them. Socially, children take turns in activities during paired or group work, developing communication skills and social conventions. We reward all efforts with praise and encourage children to be proud of "taking a risk" in their speaking and interpreting, focussing on developing the confidence to join in and not being afraid to make a mistake. Children appreciate cultural similarities and differences between French-speaking countries and their own, such as recognising differences in greetings or the structure of the school day. Letters to French-speaking pen-pals can introduce lifelong international friendships. We use language certificates and proud cards for praise, as well as criteria displayed in classrooms to show children what we are looking for.

#### Continuity and Progression

Our knowledge and skills documents ensure children's MFL learning is progressive. These documents ensure learning is sequenced so that new knowledge and skills build on what has been taught before and children work towards clearly defined end points. Language is frequently revisited and practised in a variety of activities to continue to embed learning into children's long-term memory. Our aim is that when children arrive at their secondary school, they will be used to hearing key vocabulary, grammatical structures and specific sounds associated with French and that they will have the confidence to join in and "have a go" with language lessons in the future even if the language is new.

#### Community Links

Learning French contributes to the community, for example using language to describe where we live and the geography of our local area.

We have strong links with local high schools. We have set up a regular annual event where we invite high school visitors into Winnington Park to participate in our annual "French Day". The high school students and staff help to deliver games, activities and run an enjoyable "French café" for our pupils. Our pupils have a chance to chat with the high school students which can help to ease any anxieties around transition. High schools have now offered the subject leader time to visit their lessons for CPD.

Local supermarket and food donation groups have provided food and drinks for us to be able to run our café and children have enjoyed writing thank you letters and seeing their work displayed on the supermarket walls.

#### Assessment, Record Keeping & Reporting

Teachers use formative and summative assessment to check children's understanding in order to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding. The subject specialist and class teachers work together to moderate our assessments.

#### Equal Opportunities and Inclusion

Equality of opportunity at Winnington Park Primary School and Nursery means that all children, taking account of gender, age, ability, disability, ethnic origin, faith, culture, social circumstances and sexual orientation have full access to all the curricular, pastoral and social opportunities offered by the school.

#### Health and Safety

The general and legal requirements for Health and Safety are covered in the school's Health and Safety policy document. School visits relating to geography either local or requiring a coach are subject to an individual risk assessment.

#### Resources

There is a range of resources for teaching languages in school. In our library, there is a range of books in French to reinforce themes and topics, as well as magazines, leaflets and booklets collected from France. We use a range of resources from language websites, but the subject leader has designed a scheme of work with relevant bespoke resources which is shared with the staff team.

In September 2025 we have begun using a scheme from Primary Languages Network which allows non-specialists to deliver French and has supporting materials.