



Modern Foreign Language Policy

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EQUALITY SCHEME EQUALITY IMPACT ASSESSMENT FOR MODERN FOREIGN LANGUAGE POLICY		
Staff / Committee involved in development:	Teaching and Learning Committee; Headteacher	
For use by:	Staff, Governors and Parent/Carers	
This policy relates to statutory guidance:		
Key related Farndon Policies:	Computing Policy Science Policy Teaching, Learning and Assessment Policy	
Equality Impact Assessment: Does this document impact on any of the following groups? If YES, state positive or negative impact, and complete an Equality Impact Assessment Form or action plan, and attach.		
Groups:	Yes/ No	Positive/Negative impact
Disability	No	
Race	No	
Gender	No	
Age	No	
Sexual Orientation	No	
Religious and Belief	No	
Gender Reassignment	No	
Marriage & Civil Partnership	No	
Pregnancy & Maternity	No	
Other	No	
Reviewed by	Teaching and Learning	
Date of next review:	February 2028	

Statement of Intent

Learners will:

- Develop resilience in language learning as well as enjoyment of it through a challenging scheme of work.
- Acquire language learning strategies for memorisation and retrieval as well as for listening, reading and understanding.
- Develop the skill of how to use a bi-lingual dictionary to decode unfamiliar language.
- Be able to manipulate language to speak or write sentences creatively using prior knowledge of grammar and key features; with and without a dictionary.
- Have a sound grasp of the key sounds of the French language and their corresponding graphemes and be able to apply this knowledge when speaking, listening and reading aloud.
- Recognise some of the language patterns of French and how these differ or are similar to English.
- Appreciate and be able to copy the sound of the language at text level through songs, stories and rhymes.
- Have a deeper understanding of cultural differences and similarities.
- Demonstrate substantial progress in learning French and work towards or meet the targets of the KS2 Programme of Study for Languages.

Implementation

- The lesson plans are designed to be 30 minutes in length for Years 3/4 and 45 minutes in length for Years 5/6. There are follow-up activities to each lesson to increase the exposure time in a week.
- The lessons are designed to be progressive and build on prior learning, moving from word to sentence level over the four years.
- In Years 3 and 4 the same structures and grammatical knowledge are revisited in both cycles, however, the vocabulary is different.
- In Years 5 and 6 some of the same structures are revisited but only by completing the two year cycle will all the knowledge and skills be covered.
- The lesson plans include ideas for support for the less able and to extend the more able.
- The lesson activities are challenging, varied and interactive and develop listening, reading, speaking and writing skills.
- Interactive whiteboard resources with audio support are provided; purchase of a set of storybooks and phonics book is a requisite to access the scheme and additional resources are recommended particularly for songs and rhymes.
- The choice of vocabulary ensures exposure to all the key phonic sounds and ability to build sentences using grammatical knowledge.
- Who teaches the scheme to ensure high quality lessons is at the discretion of the school but linguistic up-skilling and methodology training is available to support its delivery as

well as detailed lesson plans linked to ready-made resource templates and audio recordings of stories and rhymes read by a native speaker.

- It is expected that formative assessment in each lesson informs the planning and teaching of subsequent lesson plans

Impact

- The lesson plans indicate which activity is an opportunity to assess progress and is linked to the KS2 targets and in particular to those of the appropriate year group as detailed above.
- A teacher assessment grid is provided to record attainment of each target for each skill in each year group and to track progress.
- The completed activities in the accompanying workbooks gather evidence of the listening, reading and writing targets.
- Evidence of speaking activities can be gathered by making audio recordings of the suggested activities in the lesson plans.
- Children self-assess their progress at the end of each section of work using a traffic light system and comment on their grasp of the new knowledge. In addition, there is space for teachers to provide a written response.
- The use of the 'transition document' is encouraged to relay information to feeder secondary schools about prior language learning.
- Based on the evidence of the above records of achievement and progress, teachers can inform parents/guardians of this, using report statements which relate to the expected targets of each year group under the headings 'emerging, expected and exceeding'.
- To enhance the impact on enjoyment and intercultural understanding, consider organising language events and competitions; making penfriend links; provide access to out-of-school online materials; take-home bags of resources etc.
- All of the above provides evidence that the 'statements of intent' are met.

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 target language: these include games, role-play and songs (particularly action songs). We often use puppets and soft toys to demonstrate the foreign language and invite native speakers into the classroom and 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 helps to foster 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. We allow for differentiation, with a range of strategies, which include:

- Providing resources and setting tasks of different complexities, matched to the ability of the child.
- Setting common tasks which are open-ended and can have a variety of responses.
- Providing speaking and writing frames to scaffold responses.
- Using a range of questioning.

Early Years and Key Stage 1

Although languages in the EYFS and KS1 are not statutory, a whole school approach is observed. The aims of learning a foreign language at Foundation Stage (and KS1) are the same for those at KS2:

- Foster an interest in learning another language.
- Introduce young learners to a different rich language environment in a way that is enjoyable and fun.
- Stimulate and encourage learners' curiosity about language.
- Encourage learners to be aware that language has structure and that structures differ from one language to another.
- Help learners to understand cultural differences in other countries.
- Develop their speaking and listening skills.

MFL provision in the EYFS complements the scheme of work for MFL at KS1 and KS2, which revisits previous learning, with an emphasis on speaking and listening and the use of songs and music. The approach supports the children with:

- The ability to identify sound
- The ability to mimic
- The willingness to engage and take risks
- Their enthusiasm and capacity for enjoyment
- The ability to develop confidence and positive attitudes to languages

Key Stage 2: Milestone 2

The teaching of languages is based on the guidance material in the Key stage 2 Framework for Languages. Lessons and resources are also adapted from the Sue Cave online scheme for mixed age groups.

Years 3 and 4 – Skills

- Listen, read and show understanding of single words.
- Listen, read and show understanding of short phrases in texts as well as songs and rhymes.
- Recognise a familiar question and respond.
- Ask and answer several simple and familiar questions.
- Write and say a sentence with single familiar words and a connective with support and confident to attempt it without.
- Write and say a simple phrase to describe people, places and things with a language scaffold as well as be confident to do the same without support.
- Recognise some letter strings and pronounce them in familiar words.
- Read aloud short familiar sentences using knowledge of phonics.
- Use strategies for memorising vocabulary.
- Find the meaning of word in a bi-lingual dictionary.
- Use a bi-lingual dictionary to find the meaning or translation of a word.
- Join in with the actions of familiar songs, stories and rhymes.
- Join in with the words of familiar songs, stories and rhymes sometimes from memory

Years 3 and 4 – Knowledge

- Awareness that different word classes exist in French and know some vocabulary for nouns, adjectives, verbs, pronouns, adverbs and conjunction.
- 1st and 2nd person pronouns with irregular high frequency verbs.
- Awareness that there are 2 groups of nouns in French.
- 2 forms of 'you' in French.
- Awareness that letters in French can make a different sound to English and silent letters are frequent.
- Formation of a question with rising intonation.
- Pattern of questions with question words.
- Awareness of silent letters.
- Awareness of elision.
- Rules for making nouns plural.
- Making a sentence say not.
- Position of colour adjectives in a sentence.
- Awareness that French is spoken in other countries besides France.
- Some French speaking countries in Europe

Years 5 and 6 – Skills

- Listen, read and show understanding of more complex familiar phrases and sentences in texts.
- Listen, read and show understanding of more complex sentences using familiar and unfamiliar words.
- Ask and answer more complex familiar questions.
- Engage in a short conversation using familiar questions and express opinions.

- Write and say a more complex sentence to describe people, places and things with a language scaffold as well as be confident to do the same without support.
- Write and say a more complex sentence to describe people, places and things manipulating language with a bi-lingual dictionary as well as be confident to do the same without support.
- Read aloud more complex familiar sentences using knowledge of phonics.
- Pronounce unfamiliar words in a sentence with a high degree of accuracy using phonic knowledge.
- Use a bi-lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbs.
- Follow the text of a familiar rhyme, song or story and identify the meaning of the words.
- Read aloud the text of familiar songs, rhymes and stories

Years 5 and 6 – Knowledge

- Indefinite article and gender of nouns.
- Plural nouns.
- Rules of agreement of adjectives in the singular and plural.
- Position of majority of adjectives in a sentence.
- 1st, 2nd, 3rd person singular and 3rd person plural of an irregular high frequency verb.
- Development of understanding of formation of questions.
- 1st, 2nd, 3rd person singular pronouns and 3rd person plural pronouns and verb conjugation for regular -er verbs.
- Formal use of 'you' with regular and irregular high frequency verbs.
- Formation of a question with rising intonation.
- Pattern of questions with question words.
- Partitive in singular and plural.
- Definite article.
- Formation of a relative clause.
- Elision.
- Concept of liaison.
- Traditional songs and rhymes

Spiritual, moral, social and cultural development

Spiritual development:

Students are taught to accept and embrace other languages and cultures through the teaching of MFL. Pupils are encouraged to be empathetic to the cultures, beliefs and traditions of others and stereotypes are challenged where necessary.

Moral development:

Students are encouraged to show empathy and understanding to others and learn about right from wrong and the choices historical figures from French culture have made. Stereotypes and intolerance are challenged through the teaching of language and culture. The MFL schemes of learning identify and explore many moral issues in a global society context.

Social development:

Students are encouraged to work independently in lessons and proactively use the target language in classwork, whether through pair work, co-operative learning techniques or group work. Students are often differentiated in groups of varied abilities to encourage social

interaction with others in the class with whom they may not usually interact. Students are encouraged to experiment with language and learn from their mistake. There is a supportive environment in MFL classes where mistakes are seen as learning opportunities, rather than as failures. The students are encouraged to use each other as a learning tool and develop social strategies for dealing with confrontational situations or problems.

Cultural development:

Cultural development and cultural awareness are fundamental in language learning at Farndon. At all stages of MFL teaching and learning, cultural development is at the forefront of our success criteria. Exploration of language and culture is key to language learning, whether through lessons or school trips. Students are encouraged to embrace 'difference' at all stages of their linguistic development and accept ideas which may be 'alien' to them, as culturally significant. Students are encouraged to discuss and challenge stereotypes within a national and international context. Media and new technology are encouraged to explore students' interest in language and culture in all aspects of their learning.

Organisation

MFL is introduced to children at the beginning of EYFS, through language games and songs. In Reception, there is an emphasis on speaking and listening activities. Formal French lessons are not taught in KS1. In KS2, French is taught through weekly 30-minute lessons. The language is taught by the class teacher. For example, teachers are encouraged to write the date in French and class instructions can be given in French, to develop the children's vocabulary in context.

To further support the successful delivery of French, the subject leader attends regular training and participated in a French exchange programme through the Erasmus project – along with other staff. They disseminate good practice to staff throughout the school providing language and vocabulary, book lists and adapted resources. The subject leader is also responsible for ensuring that lesson plans from the Sue Cave scheme of work are successfully adapted. The school also celebrates the range of languages spoken by the children and their families across the school through 'Languages Day, which runs alongside the French curriculum. Children learn about where in the world each language is spoken, as well as learning key words in these languages. The children are then able to use vocabulary from each language in a range of situations, such as to greet each other and to respond to the register using the language of the month.

Planning and Resources

The school closely follows the Sue Cave scheme to provide teachers, at all levels of French, with a detailed plans for each lesson. This supports teacher confidence, as well as accuracy in the teaching of French. Progression knowledge organisers are also in place and known to staff, to ensure that knowledge and skills build from one year group to the next. It also includes the key words, phrases and grammar to be taught.

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 shared drive. Film clips of native French speakers using phonics sounds, key phrases and vocabulary, ensure that children are provided with further

effective models of the language. A number of related resources, including flashcards, audio and book CDs have also been added, allowing easy and constant access in all classrooms.

The school has established a link with a French language school in Carcassonne, which enables the continued promotion of intercultural understanding and further reading and writing skills through continued correspondence. Correspondence and project work is planned at regular intervals throughout the school year. The school also has a link with the local secondary school – Heber High that support the teaching of languages at Farndon Primary through the involvement in Languages Day. These sessions support the transition between KS2 and KS3 and provide consolidation and extension of learning, as well as promoting speaking and listening skills between the older and younger children.

Further resources for use with the interactive whiteboards are also referenced in each lesson plan. The software and internet sites signposted provide access to a model of French from native speakers and support the correct pronunciation. Children are also able to use technology to record songs and speaking and listening tasks (including role play) in French.

Assessment and Recording

The children are assessed continually throughout the year, with the teacher giving feedback orally, through marking and verbally. This process is supported by the end of KS2 statements in the National Curriculum 2014. These have been used to inform end of Milestone statements for Junior pupils.

Children review the communicated success criteria at the end of each lesson and their judgements are then verified by the teacher. This ongoing record is used to inform the end of KS2 summative assessment. Progress towards and achievement of the 4 key areas of oracy, reading, writing and culture is used to inform end of year reporting on MFL to parents. By the end of the year, children are expected to have achieved 90%+ of the Milestone objectives.

Monitoring

Monitoring takes place regularly through sampling children's work, and teacher planning, through a book scrutiny, lesson observations and pupil voice.

Equal Opportunities

At Farndon Primary 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.

Inclusion

At Farndon Primary, we teach a modern foreign language to all 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. Native French speakers themselves are considered an asset to French lessons and teachers ensure their full involvement and engagement within lessons and the efforts and achievements of all children in the subject celebrated.

Roles and Responsibilities

The subject is led by Mr Andrew Bond. Each year time is set aside to review standards and monitor curriculum provision and ensure training and resources are up to date.

Role of Modern Foreign Languages Leader:

Recorded outcomes which link directly to speaking and listening tasks are recorded in children's books, which are monitored over the course of the year by the subject leader to ensure coverage. 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
- Observes and gives feedback to teachers on their teaching of French
- Attends specialist courses and ensures content is disseminated to staff

Role of the Head Teacher:

- To lead, manage and monitor the implementation of the scheme of learning.
- With the Modern Foreign Language leader and responsible governor, keep the governing body informed about the progress of the subject and the scheme of work.
- Ensure that Mfl remains a high-profile subject in the school's development work.

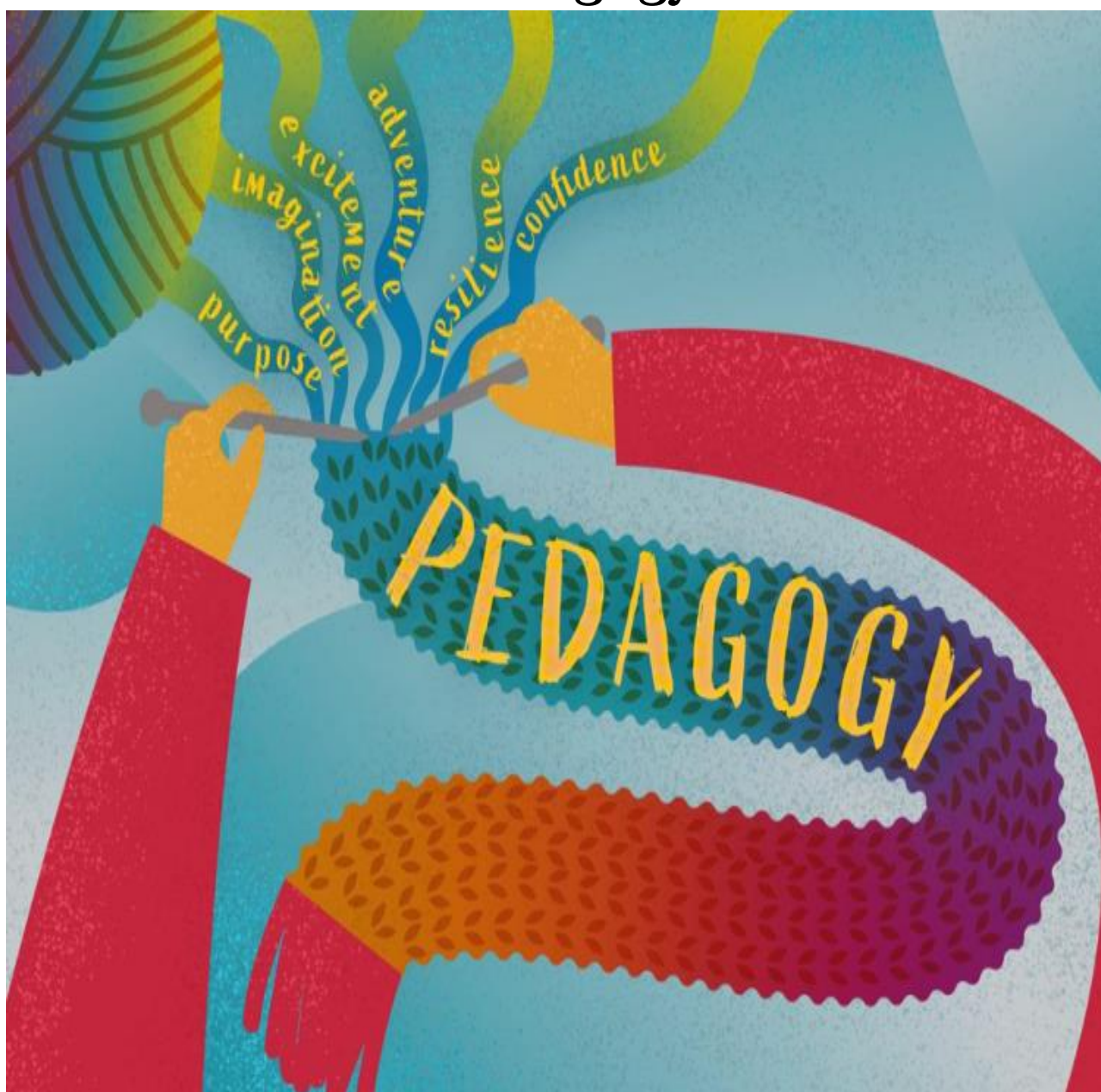
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Appendix 1: Pedagogical Teaching Approach



Languages Teaching and Learning Pedagogy



The Four Cornerstones of Learning

FARNDON'S CORNERSTONES TO LEARNING		
Setting the right culture: Habits and Routines		
<i>Environment</i>	<i>Adults</i>	<i>Behaviour and Attitude</i>
<ul style="list-style-type: none"> Working walls reflect current learning in Maths and Literacy Celebrate Mistakes visually. Sticky Facts being learnt that term. Share with the pupils what a good one looks like (WAGOLL). Celebrate pupils' work from different areas of the curriculum. 	<ul style="list-style-type: none"> Welcome at the class door. Always be the adult and combine assertiveness with warmth. Model calm, controlled and caring behaviour. Be consistent with consequences, maintaining certainty over severity. At the point marking with verbal feedback (record VF). Feed forward using whole class feedback book. 	<ul style="list-style-type: none"> Reinforce 3 step processes: re-direct, challenge and correct. Constantly positively reinforce good behaviour and attitudes. Respond consistently to reward, set expectation and sanction. Promote good learning attitudes: work hard; push themselves; don't give up; concentrate.
Think <i>Fluency / Recall</i>	1	Begin each theme retrieving from memory what they already know. At the start of each session, revisit previous substantive knowledge taught through a quick oral recap. Read Knowledge Organiser for pre-learning.
	2	Start each session with a shared purpose . What new knowledge will they learn? Give pupils the knowledge needed for the task. New knowledge broken down step by step to avoid cognitive overload.
Learn <i>Understanding</i>	3	Teacher models. Use principle I do....We do... You do..... Show the skills and a WAGOLL . Use worked examples. Teacher models "how to think" like and linguist by thinking aloud their own thought processes (meta-cognitive modelling) and show how to plan, monitor and review thinking. This will help pupils to imagine and aspire to high standards in their own learning.
	4	Check for pupil understanding. Use techniques to involve all pupils such as cold calling and think; pair; share . Ask deeper questions using Q matrix and Bloom's matrix for enquiry type questioning. Encourage better responses – "Say it again but better."
	5	Provide scaffolds to either support pupils in their learning so that it is accessible, or to help them to effectively plan and organise it. Feedback should be understood, accepted and actionable. Verbal feedback should highlight success and specific areas to improve. Whole class feedback used to feed forward in the next lesson.

Explore <i>Quality of Performance</i>	6	<p>Before independence, use guided practice and check pupils have a certain level of confidence. Gradually remove any scaffolds. Embed knowledge through independent practice. Once new knowledge is embedded, look to apply in writing phrases and sentences.</p>
Evaluate <i>Recall</i>	7	<p>Pupils encouraged to review their work. End each session with a review of the knowledge learnt that session using quizzing, elaborate interrogation or peer to peer assessment. At the end of each theme / unit, re-read, recall and check with knowledge organisers and complete fluent in five assessments which include substantive knowledge recall and reading a question and answer writing in French.</p>

French Scheme of Work Mixed-Age Planning for Milestone 2

The content of this 2-year cycle prepares children to be able to:

- Recognise the sounds of the French language as well as the sound of some letter strings
- Speak, understand, read and write short sentences and questions.
- Understand simple grammatical concepts and recognise some language patterns
- Join in with some familiar stories and recite some finger rhymes from memory

Cycle A

AUTUMN TERM	SPRING TERM	SUMMER TERM
<ul style="list-style-type: none"> • Introduction to sounds of language • Greetings • Colour adjectives, Christmas masculine nouns and classroom command verbs • Simple sentence with a connective 	<ul style="list-style-type: none"> • Introduction to letter and sound correspondences • Gender of nouns and plurals • Counting items in a pencil case • Asking and saying name 	<ul style="list-style-type: none"> • Developing understanding of letter and sound correspondences • Simple sentences in the positive and negative using it is and it is not • Animal nouns and colour adjectives • Asking questions • Using a bi-lingual dictionary

Cycle B

AUTUMN TERM	SPRING TERM	SUMMER TERM
<ul style="list-style-type: none"> • Introduction to sounds of language • Greetings and feelings • Colour adjectives and Christmas feminine nouns • Simple sentence with a connective 	<ul style="list-style-type: none"> • Introduction to letter and sound correspondences • Gender of nouns and plurals • Counting items of clothing • Say what you are putting on and ask others 	<ul style="list-style-type: none"> • Developing understanding of letter and sound correspondences • Simple sentences in the positive and negative using I have and I have not • Position of colour adjectives with animal nouns • Asking questions

French Scheme of Work Mixed-Age Planning for Milestone 2

The content of this 2-year cycle prepares children to be able to:

- Recognise and produce the sound of many letter strings in words and sentences with confident pronunciation.
- Speak, understand, read and write a complex sentence by manipulating familiar language.
- Ask a variety of questions.
- Apply knowledge of basic grammatical concepts to speak and write.
- Follow a simple story or song and read aloud.

Cycle A

Project 1	Project 2	Project 3
Create a Shape Book using knowledge of: <ul style="list-style-type: none"> • sentence building with nouns, colour and size adjectives and negatives • correspondence of letters to sound • use of a bi-lingual dictionary 	Write a Colour Poem using knowledge of: <ul style="list-style-type: none"> • sentence building with singular and plural nouns and the definite article • correspondence of letters to sound • use of a bi-lingual dictionary 	Write a Monster Description using knowledge of: <ul style="list-style-type: none"> • sentence building with plural nouns, the indefinite article, agreement and position of adjectives in the singular and plural • correspondence of letters to sound • use of a bi-lingual dictionary
Project 4	Project 5	
Create a Fact File Mini-book about themselves using knowledge of: <ul style="list-style-type: none"> • sentence building with regular and irregular verbs, the indefinite article, negatives and the agreement and position of adjectives • asking questions • correspondence of letters to sound • use of a bi-lingual dictionary 	Create a Lift the Flap animal book using knowledge of: <ul style="list-style-type: none"> • sentence building with regular verbs in the singular and plural, negatives, the indefinite article and the agreement and position of adjectives • correspondence of letters to sound • use of a bi-lingual dictionary 	

Cycle B

Project 1	Project 2	Project 3
Design an Extraordinary Animal using knowledge of: <ul style="list-style-type: none"> • sentence building with nouns, colour and size adjectives and negatives • correspondence of letters to sound • use of a bi-lingual dictionary 	Design a cartoon version of the story Bon Appétit Monsieur Lapin using knowledge of: <ul style="list-style-type: none"> • sentence building with singular and plural nouns, the partitive article and 1st and 2nd person -er verbs • correspondence of letters to sound • use of a bi-lingual dictionary 	Write a mini-book of The Hungry Monster using knowledge of: <ul style="list-style-type: none"> • sentence building with plural nouns, the partitive article and the indefinite article • correspondence of letters to sound • use of a bi-lingual dictionary
Project 4	Project 5	
Design a Birthday Book using knowledge of: <ul style="list-style-type: none"> • sentence building with dates, numbers and questions • correspondence of letters to sound • use of a bi-lingual dictionary 	Write a Sequence Poem using knowledge of: <ul style="list-style-type: none"> • sentence building with the indefinite and definite article, singular and plural nouns and prepositions • correspondence of letters to sound • use of a bi-lingual dictionary 	

