



MFL Policy

Completed by:	Mrs M Norris
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1. Vision Statement

At Stanley Crook Primary School, we believe that learning a modern foreign language provides an opening to other cultures and helps pupils develop a broader understanding of the world. Through high-quality French teaching, we aim to foster curiosity, confidence and enthusiasm for language learning while promoting respect for cultural diversity and global citizenship.

In line with the school's vision, French forms part of our broad, balanced and ambitious curriculum, supporting pupils to become resilient, respectful, independent and successful citizens. The teaching of French contributes to our reading-rich curriculum by developing speaking, listening, reading and writing skills whilst broadening pupils' cultural awareness.

Our mission:

"To try our best, to tell the truth, to look after each other and our community"

underpins all language learning and encourages pupils to communicate confidently, respectfully and positively with others.

2. Aims

Through the teaching of French, we aim to ensure that all pupils:

- Develop enjoyment and confidence in language learning.
 - Understand and respond to spoken and written French.
 - Communicate for practical purposes using familiar vocabulary and structures.
 - Speak with increasing accuracy and confidence.
 - Read and understand age-appropriate French texts.
 - Write phrases and simple sentences from memory.
 - Appreciate the culture and traditions of French-speaking countries.
 - Develop language-learning skills that support future study.
 - Increase their understanding of language, including English grammar and vocabulary.
 - Develop resilience, independence and confidence when attempting unfamiliar language.
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3. Statutory Requirements

French is taught in accordance with the National Curriculum for Languages at Key Stage 2.

The National Curriculum aims to ensure pupils:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Speak with increasing confidence, fluency and spontaneity.
- Write at varying length for different purposes and audiences.
- Discover and develop an appreciation of a range of writing in the language studied.
- Understand basic grammar appropriate to the language being taught.

French is taught throughout Key Stage 2 and planned to ensure progression across Years 3 to 6.

4. Curriculum Intent

At Stanley Crook Primary School, our French curriculum has been designed to:

- Inspire pupils to develop a lifelong interest in languages.
- Build knowledge progressively from Year 3 to Year 6.
- Develop confidence in speaking and listening.
- Strengthen reading and vocabulary acquisition.
- Develop understanding of French phonics and pronunciation.
- Promote cultural understanding and respect.
- Support pupils' personal development and global awareness.
- Ensure all pupils, including those with SEND, can access and succeed in language learning.
- Prepare pupils effectively for the language curriculum at secondary school.

French lessons develop substantive knowledge of vocabulary and grammar alongside practical communication skills.

5. Curriculum Implementation

French is taught through carefully sequenced units that progressively develop pupils' skills in:

Listening

Pupils learn to:

- Listen attentively to spoken French.
- Recognise familiar words and phrases.
- Follow simple instructions.

- Understand increasingly complex spoken language.

Speaking

Pupils learn to:

- Reproduce accurate pronunciation.
- Participate in conversations.
- Ask and answer questions.
- Express opinions and preferences.
- Perform songs, rhymes and short presentations.

Reading

Pupils learn to:

- Read familiar vocabulary and phrases.
- Understand short texts.
- Use contextual clues to determine meaning.
- Develop confidence in independent reading.

Writing

Pupils learn to:

- Write words and phrases accurately.
- Build sentences using known language.
- Adapt models to create their own writing.
- Apply grammar and vocabulary appropriately.

Grammar

Pupils are taught:

- Gender and agreement.
- Singular and plural forms.
- Common verbs.
- Sentence structure.
- Basic grammatical patterns.
- Language comparisons between English and French.

6. Teaching and Learning

Teachers will:

- Deliver engaging and interactive lessons.
- Provide regular opportunities for speaking and listening.
- Use songs, games, stories and role-play.
- Introduce and revisit vocabulary systematically.
- Promote accurate pronunciation and intonation.
- Use visual and practical resources to support learning.
- Encourage pupils to apply previously taught language in new contexts.
- Build retrieval practice into lessons to strengthen retention.

French is taught through meaningful contexts which support communication and language acquisition.

7. Reading-Rich Curriculum

In line with the school's commitment to a reading-rich curriculum, French contributes to literacy development by helping pupils:

- Understand relationships between languages.
- Develop phonological awareness.
- Extend vocabulary.
- Improve reading comprehension skills.
- Recognise grammatical patterns.
- Make comparisons between English and French.

Pupils are provided with opportunities to read and enjoy a range of French words, phrases and texts appropriate to their stage of learning.

8. Cultural Understanding

Learning French provides valuable opportunities to develop cultural awareness and understanding.

Pupils learn about:

- Life in France and other French-speaking countries.
- French traditions and celebrations.
- Similarities and differences between cultures.
- Food, music, art and customs.
- Geography and landmarks associated with French-speaking communities.

The curriculum promotes respect, tolerance and understanding of different cultures and ways of life.

9. Inclusion

In accordance with the school's:

- SEND Policy
- Equality Information and Objectives
- Accessibility Plan
- Teaching and Learning Policy

all pupils are entitled to access high-quality language learning.

Teachers will:

- Adapt teaching where appropriate.
- Provide visual supports and scaffolds.
- Pre-teach key vocabulary where necessary.
- Use repetition and reinforcement to support retention.
- Provide additional challenge for pupils who are ready to deepen their learning.
- Maintain high expectations for all learners.

French lessons are designed to be inclusive, engaging and accessible.

10. Personal Development and British Values

French contributes significantly to pupils' personal development by helping them:

- Understand and appreciate different cultures.
- Develop confidence and resilience.
- Communicate respectfully with others.
- Challenge stereotypes and misconceptions.
- Develop global awareness.

The subject promotes British Values by encouraging:

- Mutual respect.
 - Tolerance of different faiths and cultures.
 - Individual confidence and expression.
 - Positive participation in learning communities.
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11. Assessment

Assessment is used to inform teaching and measure progress.

Assessment for Learning

Teachers use:

- Observation.
- Questioning.
- Speaking activities.
- Retrieval practice.
- Listening tasks.
- Reading and writing activities.

Assessment of Learning

Teachers assess pupils' progress in:

- Listening.
- Speaking.
- Reading.
- Writing.
- Vocabulary acquisition.
- Grammar knowledge.

Assessment information is used to:

- Identify strengths and areas for development.
 - Inform future planning.
 - Support intervention where required.
 - Monitor curriculum effectiveness.
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12. Monitoring and Evaluation

The MFL Subject Leader is responsible for:

- Monitoring teaching and learning.
- Reviewing planning and curriculum progression.
- Conducting pupil voice activities.
- Reviewing assessment information.
- Monitoring standards across the school.
- Supporting staff development.
- Maintaining an action plan aligned with the School Improvement Plan.

Monitoring activities may include:

- Learning walks.
- Book scrutiny.

- Planning reviews.
 - Pupil interviews.
 - Curriculum evaluation.
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13. Cultural Capital

French contributes significantly to pupils' cultural capital by providing opportunities to:

- Experience another language and culture.
- Develop international awareness.
- Explore traditions and celebrations.
- Understand life beyond their local community.
- Build confidence in communicating with others.

These experiences broaden horizons and help prepare pupils for life in modern Britain and a global society.

14. Safeguarding

Safeguarding is embedded throughout the curriculum and remains everyone's responsibility.

French supports safeguarding and personal development by helping pupils:

- Develop respect for others.
- Understand diversity and inclusion.
- Build confidence when communicating.
- Appreciate different cultures and viewpoints.
- Develop positive attitudes towards others.

All staff follow the school's Safeguarding and Child Protection Policy and statutory guidance at all times. Safeguarding is everyone's responsibility.

15. Roles and Responsibilities

Governing Body

The Governing Body will:

- Ensure statutory requirements are met.

- Monitor curriculum provision.
- Support continuous improvement.

Headteacher

The Headteacher will:

- Provide strategic leadership.
- Monitor standards and curriculum quality.
- Ensure appropriate curriculum provision and resources.

MFL Subject Leader

The Subject Leader will:

- Lead curriculum development.
- Monitor standards and progression.
- Support colleagues.
- Manage resources.
- Review curriculum effectiveness.
- Maintain an action plan linked to school improvement priorities.

Teachers

Teachers will:

- Deliver high-quality French lessons.
- Assess progress accurately.
- Promote enthusiasm for language learning.
- Ensure all pupils can participate and succeed.

16. Linked Policies

This policy should be read alongside the following school policies and documents:

- Curriculum Policy
- Teaching and Learning Policy
- Assessment Policy
- SEND Policy
- Equality Information and Objectives
- Accessibility Plan
- Reading Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy

- Spiritual, Moral, Social and Cultural (SMSC) Policy
 - Relationships and Health Education Policy
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17. Policy Review

This policy will be reviewed annually by the MFL Subject Leader and Headteacher, or sooner if required following changes in national guidance, curriculum requirements or school priorities.

Stanley Crook Primary School is committed to delivering an inclusive, engaging and ambitious French curriculum that develops confident communicators, promotes cultural understanding and prepares pupils for future language learning and life in a diverse world.