BEECHWOOD PRIMARY SCHOOL

Modern Foreign Languages (MFL) Policy 2026

Policy confirmed by the Governing Body of Beechwood Primary School on:

Date: _____

Signature: _____
(Chair of Governors)

To be reviewed on: _____

Introduction:

At Beechwood, all pupils in Key Stage 2 learn French as part of a broad and balanced curriculum. We believe that every child should have the opportunity to experience successful language learning and to develop curiosity about languages, cultures and the wider world.

Our MFL curriculum is designed to be engaging, ambitious and accessible to all pupils. Through a carefully sequenced programme of study, children progressively develop their knowledge and skills in listening, speaking, reading and writing. They build an increasingly secure bank of vocabulary, develop awareness of pronunciation and grammar, and learn to recognise patterns and structures within language.

We want children to become confident and enthusiastic language learners who are willing to take risks, make mistakes and "have a go". Through regular opportunities to hear, speak, read and write French, pupils develop resilience, independence and effective strategies for learning and remembering new language.

Learning French also supports pupils' wider communication and literacy skills. By comparing French with English and with other languages known by pupils, children develop a greater understanding of how languages work and a new perspective on their own language.

Alongside linguistic knowledge, our curriculum aims to broaden pupils' cultural understanding. Children learn about aspects of life and culture in France and the wider French-speaking world, helping them to recognise and appreciate both similarities and differences between cultures. In doing so, we aim to foster curiosity, openness and respect for different languages, cultures and ways of life.

Our intention is that, by the end of Key Stage 2, pupils have developed a secure foundation in French, positive attitudes towards language learning and the knowledge, skills and confidence needed to make a successful transition to language learning at Key Stage 3 and beyond.

Our Aims

At Beechwood, we aim to:

- provide all Key Stage 2 pupils with a secure and progressively developing foundation in French;
- deliver engaging, interactive and accessible lessons that enable all pupils to experience success in language learning;
- develop pupils' confidence and willingness to communicate in another language;
- build resilience, perseverance and independence through a positive "have-a-go" approach;
- progressively develop pupils' skills in listening, speaking, reading and writing;
- build pupils' knowledge of vocabulary, pronunciation, grammar and language structures;
- enable pupils to understand and respond to increasingly familiar spoken and written French;
- develop pupils' ability to communicate ideas, information and opinions through speech and writing with increasing accuracy and confidence;

- help pupils recognise patterns and connections between French, English and other languages;
- develop pupils' understanding of French and Francophone cultures and encourage respect for cultural diversity;
- equip pupils with transferable language-learning strategies that can support the learning of other languages;
- ensure pupils are well prepared for the expectations of language learning at Key Stage 3.

Teaching and Learning Overview:

Our whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

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 authentic writing in the language studied.

By the end of key stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.

8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. 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.

Displays of the topics being taught in French will be displayed around individual classrooms and will feature on a general school board.

Organisation and Delivery:

French is taught in a whole-class setting by the class teacher or HLTA and is therefore not reliant on one key member of staff.

Teachers plan their lessons using the Language Angels scheme of work and can supplement this with their own ideas and experience, and those of their colleagues.

The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

Each class has a timetabled lesson of at least thirty minutes per week. French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained. Speaking and listening of French is encouraged outside of MFL lessons as teachers and children regularly use simple French classroom phrases.

French lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games (which pupils can access from home to consolidate their learning)
- Songs & raps
- Differentiated desk-based consolidation activities

- Worksheets (at three different levels of challenge) are provided throughout each teaching unit and can be used in class or can be sent home to be completed as a homework exercise

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).

Below is an example outline of the units we will cover throughout KS2:

KS2 Long Term Plan 2025-2026

Year 3	Year 4	Year 5	Year 6
Phonics lesson 1 (C) oi (trois/poire) gu (igue) ch (chanter) on (violon)	Phonics lesson 2 (C) ille (famille) igue (unique) in (cinq) i (habite)	Phonics lesson 3 (C) é (février) e (je de) eau (oiseau/bureau) eux (deux)	Phonics lesson 4 (C) gu (musique) ç (françaisn) an (amusant) en (science)
J'Apprends le Français (E) Colours/numbers to 10/greetings/Je	Je me présente (IN) count to 20/age/name/feeling/live/j'habite/adjectival agreement with female 'e'	As-tu un animal? (IN) Nouns and def articles for 8 pets; ask and answer Qs about pets; use of negative; use connectives (et/mais); j'ai; j'habite; un/une	En Ville (P) Nouns/gender/definite articles & high frequency verbs; revisit le/la_l'/les; Use prepositions and transactional language to facilitate a dialogue with a partner about where places are in a town in French
Les instruments (E) gendered nouns; le/la/les/jouer	Ma famille (IN) name/age/numbers to 70/describe family using possessive nouns: mon/ma/mes Je suis/j'ai & il/elle est/a	La date (IN) Recall days/months/numbers 1-31; ask and answer date/weather/birthday	A l'école (P) Nouns/gender/definite articles & high frequency verbs; revisit le/la_l'/les; full conjugation of aller; use opinions and justifications/use of negative
Je peux... (E) modal verb je peux + infinitive/negative/ et & mais		Chez moi (IN) j'ai; j'habite; indef article un/une je m'appelle chez me, il ya/ne...pas, et	Le week-end (P) Nouns/gender/def and indef articles/conjunctions and connectives/revisit je vais/ je joue and new verb je regarde/je lis/je me leve; opinions and justifications
Les fruits (E) gendered nouns/un/une/j'aime/je n'aime pas/questions	En classe (IN) nouns gendered /negative form j'ai/je n'ai pas de	Les vêtements (IN): revisit verbs/conjugate regular verbs (porter introduced); possessive adjectives mon/ma/mes; adjectival agreement with colours	Les Vikings (P) Adjectival agreement, high frequency regular & irregular verbs, conjunctions, possessives & reflexive verbs Revisiting much of the grammar introduced in E and IN units with a focus on the high frequency verbs avoir and être, negative forms. Improving accuracy using

Resources

The Language Angels scheme is a fully online resource enabling all teachers in all classes to have instant and continuous access to all the resources they need to teach whichever lesson they choose.

Evidence of Teaching & Learning and Transition at End of Key Stage

Where appropriate worksheets completed by the children may be kept in their books which can be passed through the years and become a portfolio of their learning.

Assessment of Pupil Learning & Progression

Most assessment is formative and is used to support teaching and learning and inform future planning Two forms of written assessment are available at the end of every Language Angels unit:

1. Peer and self-assessment 'I can do…' grids. A quick and easy way for all pupils in the class to record which units they have completed and the progress they are making.

2. More detailed skills-based assessments using bespoke skills assessment worksheets. This form of assessment enables us to determine the learning and progression of all pupils in the key language learning skills as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2.

Monitoring and Evaluation

The Subject Leader monitors the effectiveness of the language teaching provided throughout the school via drop ins with feedback given to teachers delivering foreign language lessons. The Subject Leader and class teacher will together monitor the learning and progression made by pupils across the key stage.

The subject leader takes an active role in disseminating best practice and making recommendations for staff development. For example, giving feedback to teachers on observed lessons as well as team-teaching or giving training in staff meetings.

All data, ranging from evidence of classroom teaching to individual pupil skills reports, is securely stored on a password protected database. This can be accessed by class teachers, the Subject Leader and SLT so all key stakeholders can evaluate delivery, performance and progress. This data can be presented to parents at parent-teacher meetings and will also be used to ensure the Foreign Languages SEF is updated as appropriate.

The plans of the scheme define what we teach and ensure an appropriate balance and distribution of work across each term. The learning intention and success criteria outlined in the scheme, will be determined by the teacher. The subject leader is responsible for keeping and reviewing the long-term plans.

<u>MFL and Inclusion</u>

All KS2 pupils shall have the opportunity to develop MFL capability. The school promotes equal opportunities and fairness of distribution of MFL resources. Children with other languages at home are encouraged to use them for educational benefit and parents are offered advice about what is appropriate. Efforts are made to ensure that languages used at home are highlighted in the classroom once a teacher has been notified.

Groupings for MFL will generally follow the same pattern as for all lessons. Sometimes pairs are matched with equal ability; sometimes there is a mixed ability pairings approach where this is beneficial to pupils. Activities are differentiated to cater for all abilities. By its nature, MFL will involve lots of interaction with visual, auditory and kinaesthetic prompts. Throughout the curriculum, pupils embed their learning by developing their skills of working memory, recall and retention using images, repetition, choral chanting and looking for cognates.

Cross Curricular Links:

Our French curriculum makes purposeful links with learning across the wider curriculum. In particular, language learning strengthens pupils' literacy through phonics, vocabulary, grammar, reading and sentence construction, while number work, cultural learning and units on animals, music, family, food, towns and history provide meaningful connections with Mathematics, Geography, History, Science, Music and PSHE. These links allow pupils to revisit familiar knowledge in a new context while recognising that learning a language is a distinct discipline with its own body of knowledge and skills.

SEMH

French supports pupils' social and emotional development by creating frequent opportunities to **communicate, collaborate and succeed together**. Pair work, games, repetition, songs and speaking activities encourage participation while reducing the pressure of always having to produce a perfect answer.

The curriculum particularly supports:

- **Confidence and self-esteem** – children experience success through small, achievable steps and gradually become more confident speaking in front of others.
- **Resilience and perseverance** – learning a language inevitably involves forgetting words, trying again and making mistakes. Your emphasis on a positive **"have-a-go" attitude** makes this particularly explicit.
- **Managing anxiety around mistakes** – pupils learn that errors are a normal and valuable part of learning rather than something to fear.
- **Belonging and relationships** – paired and group speaking activities require listening, turn-taking, encouragement and cooperation.
- **Self-expression** – units such as *Je me présente*, *Ma famille*, *As-tu un animal ?*, *Chez moi* and *Le week-end* give pupils structured ways to communicate about themselves, their lives, preferences and interests.
- **Independence** – pupils increasingly draw on previous vocabulary, phonics and grammatical patterns to construct language for themselves rather than simply repeating the teacher.
- **Memory and cognitive confidence** – retrieval, repetition and revisiting vocabulary allow children to recognise their own progress over time.

- **Inclusivity** – oral language, visuals, actions, songs and repetition provide multiple routes into learning, which can be particularly supportive for pupils who find extensive written work challenging.

Links with British Values

French can make a particularly strong contribution to **individual liberty, mutual respect and tolerance**, with more contextual links to democracy and the rule of law.

Mutual respect and tolerance of those with different faiths and beliefs is probably your strongest connection. Learning about France and the wider Francophone world helps pupils encounter cultures, traditions and ways of life that may differ from their own. Children learn to approach difference with curiosity rather than judgement and to recognise both shared experiences and cultural diversity.

Individual liberty is developed through giving children the language to express their own identity, interests, preferences and opinions. From *j'aime / je n'aime pas* through to increasingly developed opinions and justifications in Year 6, pupils learn that individuals can hold and respectfully communicate different views.

Democracy is supported through classroom dialogue: pupils listen to one another, take turns, ask and answer questions, conduct surveys or class votes and recognise that different preferences and opinions have equal validity.

The rule of law is a less direct connection, so I would not force it. However, pupils learn that successful communication depends upon shared conventions and agreed structures. Classroom expectations around listening respectfully, taking turns and cooperating also reinforce the importance of agreed rules within a community.

Resources

Teacher and pupil resources are stored online via the Language Angels website (password protected) and within the year groups. Other resources for staff can be found in the subject leader's classroom, on the school website. Access to the Internet is available in the ICT suite and via the classroom SMART board.

This policy will be reviewed at least every two years.