Beverley St Nicholas Primary School

Modern Foreign Languages Policy

Reviewed: October 2025

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1. **Curriculum Intent Statement**

The aims of Primary Language teaching at Beverley St Nicholas Primary School are to:

- ✔ Foster an interest in learning foreign languages by introducing children to other languages in a way that is enjoyable and accessible to all pupils.
- ✔ Provide children with a MFL curriculum which is underpinned by; Global citizenship, Wellbeing and Aspirational values.
- ✔ Stimulate and encourage children's curiosity about language and creativity by experimenting with it.
- ✔ Support oracy and literacy through speaking and listening skills so that children; know more, remember more and understand more.
- ✔ It is the intention that all children will access first quality teaching of French in order to adequately prepare them for KS3.

2. **Implementation**

It is statutory in the National Primary Curriculum that every pupil in KS2 learns a foreign language and that pupils should make 'substantial progress in one language'. At Beverley St. Nicholas, the children are introduced to French formally in Key Stage 2 (Years 3-6). The French phonemes are taught in Year 3 and continually revisited throughout KS2.

However, in EYFS and Key Stage 1, class teachers 'drip feed' small amounts of French through games, songs, finger rhymes, stories, role play etc., in order to slowly introduce the children to French.

Experiencing language every day helps children to memorise new words and structures, giving children the confidence to respond to what they hear and to use the new language for real purposes. Examples include:

- Doing the register or lunch menu/choices in French
- Watching a video in French
- Playing language games
- Cooking
- Reading stories in French
- Singing Happy Birthday in French
- Displaying the date in French
- French themed days/activities
- Labelling classroom objects in French

A multi-sensory and kinaesthetic approach to teaching is used as well as an emphasis on the use of games, rhymes and songs including ICT. Teachers try to make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of Modern Foreign Languages. Children's confidence is built through praise for any contribution they make.

3. **Impact**

Through the high quality first teaching of French taking place we will see the impact of the subject in the following ways:

- Children will be able to communicate with each other in French.

- Children will become aware that a language has a structure, and that the structure differs from one language to another.
- Children will develop their language through development of the four key skills of speaking, listening, reading and writing.
- Children will enrich their language learning by developing an understanding of the French culture.
- Children will learn how language skills can be applied to a range of languages.
- Children will transfer to KS3 effectively and successfully and will be well prepared to continue and develop their language skills.

4. Planning and Progression

At Beverley St Nicholas Primary School, we use the Primary Languages Network Scheme to inform our planning and assessment of French. Subject Progression grids are used to develop long term plans.

Key Stage 2 teachers use the long term planning alongside the Primary Languages Network scheme of work to deliver weekly lessons that ensures progression across the year groups.

In EYFS and KEy Stage 1, class teachers will 'drip feed' small amounts of French through; stories, games, songs, finger rhymes, role play and theme-based days/activities in order to introduce the children to French.

5. Teaching and Learning Pedagogy

The aim is for our children to become better linguists who will remember more, know more and understand more about French.

Pupils are given regular opportunities to listen to, join in with, read, speak and write French. In the early stages of language learning, pupils engage in a lot of learning to train the ear, to tune into and learn how to produce the sounds of the language, through the explicit teaching and learning of phonics and phonics-related activities. Joining in with songs, rhymes, stories and poems all serve to reinforce the sound-writing patterns. Pupils then begin to develop the ability to form simple sentences of their own, with relation to topics of close, personal interest, such as self and family. As learning develops, pupils are given opportunities to engage with French culture, learning about places, festivals and other aspects of daily life in countries where the language is spoken. They develop confidence in writing from memory, building up over the course of KS2 to being able to write a short paragraph with information on two-three topics. Teachers make use of a wide variety of resources, including ICT, and learning activities, including games, information-finding (research), pattern-finding, and quizzes to stimulate interest and general literacy and other learning skills. There are clear links with literacy, particularly through the teaching of grammar, and teachers work together to join up these aspects of pupil language development.

6. Assessment

At Beverley St Nicholas, assessment in French is based on teacher assessment during the delivery of lessons. Children are given tasks linked to the knowledge and skills laid out in the school's progression maps and they are assessed against these. It is the responsibility of each individual class teacher to implement this through planned activities linked to the French National Curriculum and through our scheme of work, Primary Languages Network. At the end of each term, teachers judge children against these criteria using the school's assessment system. This data is then analysed by the French Subject Leader.

7. Equal Opportunities and Inclusion

All pupils are entitled to access the French curriculum at a level appropriate to their needs.

At Beverley St Nicholas Primary school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility, as well as to provide appropriate challenges to different groups of learners. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

8. **Co-ordinator Responsibilities**

The French subject leader is responsible for:

· Monitoring the teaching and learning of French.
· Overseeing and implementing the French Policy.
· Writing an annual action plan for The School Improvement Plan and evaluating progress throughout the year.
· Attending training and providing staff with appropriate feedback and CPD.
· Attending courses to keep knowledge up to date and feedback to staff upon return.

- All teachers are responsible for delivering French lessons to their pupils.

9. **Policy Review**

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