



## MODERN FOREIGN LANGUAGES POLICY

September 2025

### **St Martin & St Mary School Vision**

As a Christian school, St Martin and St Mary is an inclusive and happy community; nurturing confidence, a thirst for learning and resilience in a safe loving environment. Our priority is developing the whole child spiritually, emotionally, physically and academically to live the most rewarding life.

*'Life in all its fullness' John 10:10*

### **The Primary languages entitlement**

"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."

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 study.

## Rationale for teaching languages

### The contribution of MFL to the primary school curriculum

- At St Martin and St Mary's we are keen to promote the study of a foreign language because of its increasing importance in the modern world. This has been recognised in the 'New National Curriculum' where there is the commitment to give every in KS2 the entitlement to learn a new language. There is also increasing recognition that enriching the curriculum and releasing children's creative energy through sport drama, music and languages reinforces their understanding of the basics and helps them enjoy a broader, more balanced curriculum.
- In the United Kingdom it tends to be ignored that 60-70% of the world's population is bilingual, in the sense that they have acquired a functional use of two or more languages. In many countries outside the U.K. major attempts are being made to introduce languages to young learners and in Europe most children learn a foreign language at Primary school. In some European countries children are ready to start a third language by the age of 11.
- At primary age children are still very malleable and receptive to learning a language and it is proven that a young child's brain is uniquely well adapted for language learning, especially in the first 10 years of life. We are discovering, in this country, that we underestimate what our children can achieve and language learning is now being put firmly on the agenda in all phases of education and training.
- The development of ICT, e-mail and internet mean not only that there are fewer international barriers, but also that they provide the means to learn a language and communicate it in a more innovative way.
- The experience of learning and using a foreign language makes its unique contribution to the whole curriculum by taking children out of the familiar environment which is pervaded by English and allowing them to explore the life-style and culture of another land through the medium of its language. This in turn provides a satisfying, enjoyable and intellectually challenging experience for children in coping with a different linguistic medium.
- Learning a foreign language makes an important contribution to learning in general. As well as teaching the meaning of words and sentences (an awareness of language), it promotes social interaction and fosters sympathetic attitudes towards the culture and people of a foreign country, by adjusting to different social conventions. Such attitudes help to promote goodwill and to counter insularity and prejudice.
- Opportunities are promoted through children developing their skills of communication by listening, speaking, reading and writing. The study of a

language involves practise of observational and study skills and committing to memory of useful material for subsequent recall.

- Finally, effective foreign language learning equips children with a skill which is advantageous to secondary school education, adult life and work. Success in industry and commerce depends increasingly on our willingness and ability to communicate with potential customers in their own language. With the greater mobility of the work force within the European community it is very likely that children will later need to use a foreign language in employment. Others will use it for reading, travel, recreation and personal contacts, either at home or abroad.

### Aims and objectives

The aims and objectives of learning a Modern Foreign Language, through regular timetabled MFL sessions are to:

- \* Foster an interest in learning other languages;
- \* Introduce young children to another language in a way that is enjoyable and fun;
- \* Stimulate and encourage children's curiosity about language;
- \* To increase the children's European awareness;
- \* Encourage children to be aware that language has structure and that the structure differs from one language to another;
- \* Help the children develop their awareness of cultural differences in other countries;
- \* Develop their speaking and listening skills;
- \* To encourage tolerance and a willingness to work cooperatively;
- \* Lay the foundations for future study at Key Stage 3;
- \* Extend language teaching beyond mother tongue learning.

The children will be taught how to:

- \* Ask and answer questions;
- \* Use correct pronunciation;
- \* Memorise words;
- \* Interpret meaning;
- \* Understand basic grammar;
- \* Work in pairs and groups and communicate in French;
- \* Look at life in another culture.

### Teaching strategies

In order for the teaching of MFL to be at its most effective it is necessary to:

- Provide enjoyment and stimulation;
- Support learning through regular routines;
- Make use of and developing communication strategies;
- Ensure opportunities for children to interact;
- Expose children to the new language.

Teachers use a variety of techniques to encourage the children to have an active engagement with the Modern Foreign Language including:

- Games;
- Role play;
- Action songs;
- Using puppets and soft toys;
- Mime to present new vocabulary, as this serves to demonstrate French without the need for translation;
- Physical activities to involve the children in learning about the culture of France.

**Inclusion:** MFL languages entitlement is inclusive at St Martin and St Mary's. Children with special educational needs respond very positively to language learning. Children enjoy the practical and interactive nature of language learning. They feel a sense of achievement in being able to communicate in another language alongside their peers. In planning to meet the varied needs of pupils, objectives can be adapted or chosen from any part of the Schemes of Work, which will be helpful in supporting the learning of individual children.

## Content and organisation

MFL delivery is delivered weekly in 30 minute sessions – by the class teacher. It is progressive and follows the Twinkl PlanIt French schemes of work. The units are written to be taught in a linear fashion, beginning in Year 3 and following through to Year 6, so that language points already taught are referenced, reinforced and recapped while you build new knowledge and skills.

Each of the four main learning aims and the twelve content points for the Key Stage 2 National Curriculum for Languages are revisited throughout the four-year scheme, ensuring that pupils have every opportunity to make progress in their knowledge about language; language-learning strategies; functional knowledge and use of grammar and spelling; intercultural understanding; speaking, listening, reading and writing skills.

FRENCH	Autumn Term	Spring Term	Summer Term
Year 3/4 Cycle A	Getting to know you	All about me	Food glorious food
Year 3/4 Cycle B	All around town	On the move	Going shopping
Year 5/6 Cycle A	Let's visit a French town	Let's go shopping	All in a day
Year 5/6 Cycle B	All about ourselves	Family and Friends	School life

## Assessment

The learning objectives provide the basis for child led self-evaluation as well as guiding informal teacher assessment – Assessment for Learning (AFL)

Key areas of AFL include:

1. Sharing learning goals
2. Effective questioning
3. Feedback
4. Peer and self assessment
5. Thoughtful, active and confident learners

Each year group will use the Jigsaw Target assessment, these sheets list the aims and success criteria for each lesson across the unit in a child friendly jigsaw grid. These will be put in each individual child's French folder and coloured in before/during/after the unit as a continuous assessment document to show progression, or used at the end of each lesson or the unit to record learning.

Teachers will also indicate each child's attainment in French on their end of year report.

I can...		French   Year 4   All Around Town			
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
I can listen carefully and pronounce unfamiliar words with increasing accuracy.	I can listen carefully, repeating and responding to key words and phrases.	I can use familiar sounds and spellings to help me recognise and learn new language.	I can apply my knowledge to help me predict, say and spell new language.	I can select and present information to other people.	I can use a bilingual dictionary to develop my vocabulary around a given topic.
I can listen to and repeat names of some French towns and cities.	I can listen to new language and repeat with increasing accuracy.	I can identify spellings or sounds I know in new words.	I can identify spellings or sounds I know in new words.	I can listen to and repeat common French expressions.	I can sort vocabulary into topic groups.
I can compare and contrast French towns with places I know.	I can identify typical places in my town.	I can say the tens numbers to 100.	I can use word patterns to predict what the next number will be.	I can construct a simple sentence.	I can suggest further English words in a vocabulary set.
I can ask and answer questions to find out where someone lives.	I can describe my town.		I can say any number from 1-100 with support.	I can say an address clearly.	I can use a bilingual dictionary to translate the word I want.

*Updated and reviewed: September 2025*  
*Helen Whitehead*