



Lea Endowed C of E Primary School

Modern Foreign Languages Policy

October 2025

LEA ENDOWED CE PRIMARY SCHOOL MODERN FOREIGN LANGUAGES POLICY

'LET EVERYONE SHINE'

At Lea Endowed Church of England School we provide an excellent education for our children. We follow God's example, by loving Him, and each other, in all that we do.

Our whole school family is encouraged to achieve their full, God given potential and shine in their own special way.

"Let your light shine."

Matthew 5:16

Introduction

The learning of a foreign language provides a valuable educational, social and cultural experience for the pupils.

A high-quality language education should encourage children's 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 and learn new ways of thinking. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Curriculum Aims (INTENT)

At Lea Endowed Church of England Primary School we provide a Deep and Wide curriculum which supports a **lifelong love of learning** for every **unique** and individual child, underpinned by our distinctively Christian ethos. The teaching and learning of the curriculum is **inspirational** and **relevant** to promote **creativity** and the **courage** to ask Life's Big Questions. Through positive **challenge**, children will **flourish** and become both **independent** and **collaborative** learners.

In teaching French we aim:

- To foster enjoyment and enrich the children's experience.
- To develop the children's language learning skills and foster a positive attitude to language learning.
- To enable pupils to understand and respond to spoken and written language from a variety of sources.
- To enable pupils to 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.
- To support pupils in beginning to write at varying lengths, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- To help pupils discover and develop an appreciation of a range of writing in the language studied.
- To increase the children's cultural awareness.
- To lay the foundations for further study in KS3 and beyond.
- To satisfy local and government requirements and follow the National Curriculum.

Teaching and Learning

Teaching is in line with the recommendations of the National Curriculum, with modifications in place which allow for the individual and differentiated needs of the children. We use the Lightbulb languages scheme to help structure our units of work. Years 3, 4 and 5 work on a three-year rolling programme (Cycles A, B and C) and Year 6 have a curriculum which repeats each year.

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 studied.

Planning

French is generally taught in a whole-class setting, by the class teacher or PPA cover. All year groups are taught lessons applicable to their age/ability. We base our teaching on the Lightbulb Languages scheme (with supporting resources from Twinkl French) which can be adapted to the context of our school and the abilities of our children. Medium Term Planning is available for each unit and outlines Prior Learning, Substantive and Disciplinary Knowledge, Objectives, Vocabulary, Key Questions, Cross-curricular links and Markers for Assessment. The units taught have been selected to fit in with cross curricular links in other subjects where applicable and are carefully designed to ensure a progression of skills.

Pupils are taught how to:

- ask and answer questions;
- sing songs; read stories and poems
- use correct pronunciation and grammar;
- memorise words;
- interpret meaning;
- understand basic grammar;
- work in pairs and groups and communicate in a foreign language;
- explore things from another's perspective, giving insight into the people, lives and traditions of other cultures.
- IT is widely used to support the children's learning.

French lessons provide a variety of sources to model the language, use games and songs to maximise enjoyment and make as many connections to real life situations as possible. Lessons focus on speaking and listening and are mainly multi-sensory and kinaesthetic in approach. They have clear, achievable objectives and incorporate different learning styles. All children have access to the curriculum through variation of task, grouping or support from an adult. Children's confidence will be built through praise for any contribution they make, however tentative. Whole class teaching is used, although pupils also work individually, pairs or in groups. Learning Objectives are shared with the children. Lessons may include games, songs, oral work, role-play and active participation as well as listening and talking. Reading and written tasks are included with increasing frequency as the children advance through the key stage. Evidence of Teaching and Learning in MFL can be found in our Class Deep and Wide Curriculum Scrap Books.

Organisation

In Key Stage 2, French is taught for at least 30 minutes per week and then wherever possible, daily sessions of 5-10 minutes throughout the week, where the children may answer the register in French, sing a song, listen to a French story or revisit vocabulary and phrases that have been taught in the lesson in order to consolidate knowledge and ensure new language is retained.

Assessment, recording and reporting

Informal assessment of progress will be made by the language provider during lessons through questioning and oral feedback. It is considered important that progression is measured and ensured through skill levels, not by endlessly growing lists of vocabulary. Formal Assessments will take place at the end of each unit where children working ABOVE or BELOW the Markers for Assessment are identified on Medium-Term Planning documents. In addition, every child will undertake self-assessment tasks on worksheets which will be stored in named French folders in class.

Role of the Subject Leader

The role of the Subject Leader is in line with other subject leader roles as outlined in job descriptions.

The subject leader will:

- Oversee the development of French in the school
- Provide guidance to colleagues where necessary
- Keep up to date with local and national developments in French and pass on relevant information to colleagues
- Be responsible for the organisation of and maintenance of resources
- Review and monitor the success and progress of the planned scheme of work

The French Subject leader monitors planning and delivery over each academic year. Findings are shared with the SLT, staff who teach MFL and Link Governors. The Languages Action Plan is updated yearly.

Steve Pratley (MFL Subject Leader)

Policy Review date: Autumn Term 2026