



Policy for Modern Foreign Languages



At Fishegate Primary School, we teach French throughout Key Stage Two. We know that learning languages is a way in to understanding and appreciating other cultures. Our pupils are encouraged to be curious about the world around them and enjoy being able to express themselves in another language. We want them to be equipped to live and work in other countries, with a skill set they can transfer to different languages.

We are proud to have so many languages spoken by our families, and make the most of opportunities for bilingual and multilingual children to share their expertise. Through our Global Fortnight, classes are introduced to the language as well as the culture of the country studied; teachers often choose a country represented within the class, tapping into first-hand knowledge in the local community.

Learning a foreign language also develops pupils' understanding of the etymology of words, enabling them to make links across languages and apply this to their spelling. The children are taught to question and investigate the origin of words and are familiar with some Latin, Greek, Norman and Anglo-Saxon roots, among others.

Above all, in all our MFL teaching, we seek to foster a fascination about other languages, while giving pupils the tools to communicate effectively in French.

Aims

Our aims for pupils can be summarised as follows:

- To actively enjoy the study of another language
- To celebrate other cultures
- To develop the vocabulary over a planned series of topics in order to successfully listen to, speak, read and write in French
- To have some understanding of French phonics and use this to pronounce words accurately and with appropriate intonation
- To be able to ask and answer questions and offer opinions as part of extended conversations and discussions
- To memorise some rhymes, poems and songs in French
- To use a basic understanding of French grammar to compose their own sentences, and by the end of KS2, their own paragraphs
- As part of Fishegate's commitment to raising the attainment of disadvantaged young people (RADY), these pupils' SEMH and wider academic needs are prioritised. Any barriers for disadvantaged pupils, including pupils from families seeking sanctuary, are overcome so they can participate fully in the curriculum and achieve alongside their peers.



Curriculum and its Organisation

Pupils in KS2 are taught French on a weekly basis or the equivalent of 30-45 minutes a week. The long-term plan for Years 3-6 outlines topics over the academic year so that pupils develop vocabulary for areas such as the family, weather, sports and hobbies, parts of the body and clothes,



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animals, holidays and food. Pupils also develop their knowledge and cultural understanding through these topics.

How pupils are supported to make better progress

Pupils are taught in mixed attainment groups. Where we are fortunate to have a native French speaker in the class, these pupils are a model for pronunciation and intonation and play a role in supporting others. They are also provided with opportunities to extend their own knowledge, skills and understanding. Lessons are adapted to enable all pupils to participate. For example, the amount of vocabulary might be reduced, simple word banks or matching activities are provided to aid recording.

Assessment

Teachers use formative and summative assessment to make judgements about the pupils' understanding of work in each topic, building a picture of their strengths and needs. Clear assessment objectives for speaking and listening, reading and writing, based on the National Curriculum's subject content and programme of study are used to inform teacher judgements. The subject leader is responsible for collecting and analysing summative data.

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