



Star of the Sea Catholic Primary School

MFL (French) Policy

2025- 2026

Coordinator: Mrs. R Hodgkins

Updated: September 2025

To be reviewed: September 2026

At Star of the Sea primary school we want all pupils to think like linguists.
We want them to become curious, lifelong learners and to understand the rich and varied languages and cultures of our world.
We want pupils to be inspired, to be curious and to be fascinated about the world and the diversity that exists among different countries and cultures.

‘To learn a language is to have one more window from which to look at the world’

Chinese proverb

At Star of the Sea, we have agreed Drivers for our curriculum, which impact all our subjects:

Spiritual - living out the Gospel Values

Togetherness - as a Rights Respecting school

Ambitious and Aspirational -to reach our full potential

Resilient - we never give up

Self-belief - striving to succeed with a Growth Mindset

INTENT

At Star of the Sea, we strive to provide our children with an understanding of other cultures and languages.

Substantive knowledge in French is based on the acquisition of the knowledge of how to listen, speak, read and write in the language.

We aim to:

- To increase children’s linguistic competence through regular timetabled MFL sessions.
- To exploit cultural links and experiences when opportunities arise.
- To promote positive attitudes towards language learning through a range of learning activities.

- To develop listening skills and phonological awareness (with particular emphasis in Y3/4).
- To look towards opportunities for cross curricular links in year group planning.

IMPLEMENTATION

Curriculum and School Organisation

The North Tyneside Primary Languages French Scheme of Work is a progressive scheme from Year 3 to Year 6. The scheme uses strategies embodied in the Key Stage 2 Framework for Languages and each activity is cross referenced to the Framework.

It encourages cross-curricular links and approaches already familiar to the classroom teacher. There are 12 units which last approximately a term and the twelve units provide all the content required for MFL, which give details of what pupils in each age group will cover. Whilst there is a strong focus on language learning skills (transferable to learning any new language), French is taught regularly to ensure progression and a smooth transition into secondary school.

However, other languages (Spanish, for example) are accessible through after school clubs and displays, and used on suitable occasions to ensure that the linguistic expertise of all staff is used.

Children are taught specific skills, concepts and vocabulary in a weekly dedicated French lesson, taught at present by highly competent PPA teaching assistants.

The content of these sessions is reinforced by the class teacher during the week. The Scheme of Work for French outlines which topics are covered in each year group. The aim being that each class teacher uses basic French classroom vocabulary throughout the day and expects the pupils to do the same. Foundation Stage and KS1 children (Y1 and Y2) will receive language teaching as an optional subject, although we encourage and support a whole school approach.

Curriculum Management

The MFL co-ordinator will facilitate the development of MFL in the following ways:

- By managing the implementation of the MFL policy;
- By updating the policy and scheme of work;
- By ordering/updating/allocating resources;
- By identifying need and arranging INSET so that all staff are confident in how to teach and assess the subject and have sufficient subject knowledge;

- By keeping staff abreast of new developments;
- By taking an overview of whole school planning to ensure that there is continuity between year groups and that progression is taking place;
- By supporting staff in developing pupils' capability;
- By attending appropriate courses to update knowledge of current developments and by keeping links with the Advisory Team for MFL;
- By contributing to the School Development Plan on an annual basis;
- By liaising with feeder school (STM)

It is the responsibility of the head teacher to ensure that statutory requirements (entitlement) are being met.

Speaking and Listening

The children will:

- Encounter a range of situations, audiences and activities designed to develop competence, accuracy and confidence in speaking and listening
- Develop their oral abilities at their own levels
- Develop listening and comprehension skills through a variety of means to include both reciprocal and non-reciprocal situations
- Be able to express opinions, articulate feelings and formulate appropriate responses to increasingly complex instructions and questions

Reading

The children will be given opportunities to:

- Read stories for enjoyment and to practise vocabulary.
- Read stories to gain awareness of the structure of written French and begin to learn the grapheme-phonetic relationships.

Writing

The children will be given opportunities to:

- Experiment with the writing of simple words and phrases – copy writing and writing some single familiar words from memory.
- Make sentences using word and phrase cards.
- Write a sentence following a model but changing one or two words in the sentence.

Inclusion

All pupils, regardless of race or gender, shall have the opportunity to develop MFL capability. Star of the Sea school promotes equal opportunities and fairness of distribution of MFL resources. Groupings for MFL should generally follow the same pattern as for all lessons. It is appropriate to match pairs of equal ability, rather than have a more able linguist always guide a less able pupil. This generally leads to passivity and dominance. However it is appropriate to plan to have peer tutors for some lessons where the objectives also enable the more able user to learn by specifically teaching. The school recognises the motivational advantages of the use of MFL by children with special educational needs.

Time Allocation

The hour a week entitlement has been put in place during lesson/ PPA time.

Planning

All long-term planning is undertaken by the MFL co-ordinator, who adapts plans as necessary following end- of- year MFL audits for each year group. As the class teachers receive training, they will begin to adapt the plans for their own classes.

Class Organisation and Teaching Style

Class teachers are responsible for their own class organisation and teaching styles, while ensuring that these complement and reflect the overall aims and philosophy of the school. During French sessions children are given the opportunity to work as a class, as individuals and as part of a group. The choice of class organisation is determined by the learning task. By its nature, MFL will involve lots of interaction with visual, auditory and kinaesthetic prompts. Lessons involve a range of activities but all usually follow the present, practise, produce model when learning vocabulary.

Progression

Progression takes the form of increasingly demanding grammatical structures. The children are gradually asked to respond to longer pieces of French. New vocabulary is often presented not only orally, but also with the written word, giving visual learners and able readers extra access and encouraging all children to make links between the English and the French. Children are encouraged to become confident responding orally before experimenting with writing.

Assessment, Record Keeping, Reporting

Most assessment is formative and is used to support teaching and learning and inform future planning. As the French teacher works through the scheme of work they record their observations where appropriate and assess the children's progress in the target language based on their achievement of the learning objectives in lessons. These informal assessments will be used to identify gifted linguists and those requiring extra support. This information is shared with the next class teacher.

If any written MFL work is produced, it is marked in line with the school policy on marking. For reporting purposes, a comment and level of each pupil's MFL capability will be given. Pupils' attainment will be recorded on the N and S Tyneside primary MFL Assessment grids. The priority will be to give each Year 6 child to achieve a nationally recognised French level for moving onto secondary school.

This is to enable the secondary schools to avoid repeating what the Primary schools have started to teach in French.

Monitoring is carried out by the head teacher, a member of senior management or the MFL coordinator, in the following ways:

- Informal discussion with staff and pupils
- Observation of MFL displays
- Collection of MFL planning
- Looking at the work in individual learner files or notebooks
- Classroom observation
- Resources and Accommodation

A variety of resources are available in school. These include children's reference books, teachers' resources including Early Start French files, children's story books and CD ROMs. Each of the 12 units prescribed in the scheme of work are available for staff to access on the shared area within school at any time. Each classroom will have a French/English dictionary, labels for most classroom objects and posters detailing the days of the week and months of the year. The MFL co-ordinator is responsible for maintaining resources,

monitoring their use and organising storage. Resource purchasing is in accordance with normal school procedures and is based upon the MFL budget.

Links outside school

We enable all pupils to have access to the full range of activities involved in learning MFL. KS1 children, for whom MFL teaching is non- compulsory, are provided with the opportunity to attend after school clubs teaching French, operated by certified, professional organizations and KS2 are provided with the opportunity to attend a weekly Spanish club operated by the MFL coordinator. Where children are to participate in activities outside the classroom (a theatre trip or visit to a link high school language department) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

INSET Provision

The MFL co-ordinator will attend subject leader meetings and LEA INSET to support their work in school and cascade any relevant information to staff during staff meetings or on staff development days. Staff are encouraged to take advantage of a number of new initiatives to aid teaching MFL, such as the unit- specific training courses run by the LEA.

Evaluation/review

There is an annual review of this policy by the MFL coordinator. A major review involving all staff will take place every three years.

IMPACT

The MFL/French curriculum at Star of the Sea allows the children to develop:

- Children's linguistic competence through regular timetabled MFL sessions.
- Cultural links and experiences when opportunities arise.
- Positive attitudes towards language learning through a range of learning activities.
- A wide range of French vocabulary.
- A commitment to and passion for the subject.

We hope that children will leave Star of the Sea with a love for MFL/ French and broadened aspirations.

Impact is measured in a variety of ways. These include:

- EYFS through the use of the Early Learning Goals specific to the area of Knowledge and Understanding of the World
- Key Stage 1 French coverage/ Key Stage 2 Statutory coverage
- Key Stage 2 Statutory coverage
- Summative assessments, end of unit assessment of the 4 main skills
- Formative teacher assessment through effective questioning and feedback
- Staff meetings
- Learning walks
- Peer to Peer coaching
- Book monitoring and pupil voice
- Governor meetings
- Pupil voice