

Blanford Mere Nursery & Primary School



Modern Foreign Language Policy

Date adopted by governors
February 2026
To be reviewed
February 2028

Modern Foreign Language Policy

Introduction

This policy outlines the school's approach to teaching and learning Modern Foreign Languages, with French as the chosen language, from Year 3 to Year 6. It reflects the requirements of the National Curriculum for Languages and supports pupils' spiritual, moral, social and cultural development. The policy is informed by the **Kapow Primary French programme** and builds on the school's long-standing commitment to high-quality primary language provision.

Aims and Educational Intent

The aims of teaching French in our school are to ensure that all pupils:

- Develop a genuine interest and curiosity about foreign languages and cultures.
- Gain confidence in listening, speaking, reading and writing in French.
- Develop linguistic competence and an understanding of how language works, including grammar, phonics and vocabulary patterns.
- Communicate ideas and information effectively for a range of purposes.
- Develop awareness of France, French-speaking countries and the wider multilingual world.
- Make links between French, English and other languages where appropriate.
- Build transferable language-learning skills that support future language study.

Curriculum Organisation

French is taught to all pupils in Key Stage 2 (Years 3–6) for approximately 45–60 minutes per week. Teaching is delivered through a combination of discrete weekly lessons and opportunities to reinforce language across the wider curriculum where appropriate.

The curriculum is structured to ensure clear progression across the following strands:

- Phonics and pronunciation
- Grammar and sentence structure
- Vocabulary development
- Language comprehension (listening and reading)
- Language production (speaking and writing)
- Cultural understanding

Learning is sequenced to build systematically from simple word-level language in Year 3 to more complex sentence construction, verb conjugation and increasingly independent language use by Year 6.

Teaching and Learning Approach

French lessons are planned to be engaging, inclusive and interactive. A variety of teaching approaches are used, including:

- Songs, rhymes, games, role-play and action-based activities.
- Explicit teaching of phonics and grammar in meaningful contexts.
- Repetition, retrieval practice and overlearning to support long-term memory.
- Partner, group and whole-class speaking activities to build confidence.
- Use of visuals, gestures, actions and ICT to aid understanding.
- Opportunities to read and listen to authentic French texts.

A multi-sensory and kinaesthetic approach is used wherever possible. Lessons revisit prior learning while introducing new language in small, manageable steps. Positive reinforcement is used to build confidence and encourage participation from all pupils.

Progression of Skills and Knowledge

Pupils' learning progresses through:

- Increasing accuracy in pronunciation and intonation.
- Gradual expansion of vocabulary and grammatical complexity.
- Developing independence in using bilingual dictionaries.
- Moving from single words and short phrases to extended spoken and written sentences.
- Applying language skills creatively in performances, dialogues and written outcomes.

Assessment

Assessment in French is ongoing and primarily formative. Teachers assess pupils through:

- Observation of speaking and listening activities.
- Responses to reading and listening tasks.
- Written work and short written outcomes.
- End-of-unit assessments provided within the scheme of work.

Assessment is used to identify whether pupils are working below, at or above age-related expectations, to inform planning, support differentiation and identify pupils requiring additional support or challenge.

Inclusion and SEND

French is taught inclusively to all pupils in Key Stage 2. Lessons are adapted to ensure accessibility for pupils with SEND and EAL through:

- Visual supports and scaffolded resources.
- Repetition and overlearning opportunities.
- Flexible grouping and targeted adult support.
- Alternative ways for pupils to demonstrate understanding.

High expectations are maintained for all pupils, with appropriate support provided to enable success and build self-esteem.

Cultural Capital and Wider Curriculum Links

The French curriculum makes a strong contribution to pupils' cultural capital by:

- Exploring French customs, traditions and festivals.
- Learning about French-speaking countries around the world.
- Comparing daily life, food, weather and traditions in France and the UK.
- Developing respect for cultural diversity and multilingual societies.

French also supports learning across the wider curriculum, including literacy, mathematics, computing, geography and music, and contributes positively to pupils' social and emotional development.

Resources

The school uses the Kapow Primary French programme, supported by a range of additional resources, including:

- Teacher planning and lesson presentations.
- Audio resources and pronunciation guides.
- Knowledge organisers and vocabulary support materials.
- Bilingual dictionaries and authentic texts.
- ICT and online resources to enhance learning.

Monitoring and Review

The MFL subject leader is responsible for:

- Monitoring teaching and learning through lesson observations and pupil work.
- Supporting staff with subject knowledge and pedagogy.
- Ensuring progression and curriculum coverage.
- Reporting to senior leaders and governors as appropriate.

This policy is a working document and will be reviewed every two years, or earlier if required.

Approved by: Governing Body

Date: February 2026

Review date: February 2028