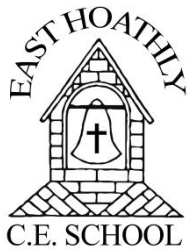


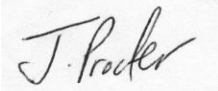


PIONEER

FEDERATION



Policy MFL

Review cycle	1 / 2 / 3 years	
Approved by	Full Governing Body/Executive Headteacher	
Changes made in this review cycle	September 2025	
Linked policies	Teaching and Learning	
Signed		Date: September 2025
Position	Executive Headteacher	
Date of next Review	September 2026	

Intent

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.' (National Curriculum 2014 - Appendix A)

The skills, knowledge and understanding gained through learning a language contribute to the development of children's oracy and literacy and to their understanding of their own culture and those of others. Through the Pioneer Federation Schools, we feel that the earlier a child is exposed to a foreign language, the faster the language in question is acquired. We believe that the early acquisition of French will facilitate the learning of other foreign languages later in life. We will prepare children for the KS3 language curriculum to enable them to transfer confidently and successfully.

Implementation

We teach French across Key Stage 2. This is delivered through a weekly French lesson (approximately for 45 minutes), taught by a teacher/ Learning Mentor. KS2 Classes are mixed aged- and the subject/focus of the lessons are taught on a 2 year rolling programme, on a termly basis- this provides clear progression for the development of speaking and listening and vocabulary acquisition. The objectives build on previous skills and knowledge through year 3 and 4, and 5 and 6. French will be taught using a scheme from Twinkl; French PlanIt.

Impact

Through the high quality first teaching of French taking place we will see the impact of the subject in the following ways:

- Children will become aware that a language has a structure, and that the structure differs from one language to another.
- Children will develop their language and communication through development of the four key skills of speaking, listening, reading and writing.
- Children will enrich their language learning by developing an understanding of French culture.
- Children will transfer to KS3 effectively and successfully and will be well prepared to continue and develop their language skills.

Pioneer Schools MFL Policy

Within the Pioneer Schools, we believe the study of modern foreign languages provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. Currently, all the Pioneer schools are delivering French.

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.

Aims

Within the Pioneer schools, we aim to:

- * 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.
- * To foster an interest in learning about other languages and cultures and to lay the foundations for studying languages in the future.

KS1

The Department for Education (DfE) has published statutory guidance on the National Curriculum in England for Key Stage (KS) 1 to KS4, which illustrates that languages are not a compulsory subject in maintained schools at KS1.

KS2

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and

routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

Pupils should be taught to:

- * Listen attentively to spoken language and show understanding by joining in and responding.
- * Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- * Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- * Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- * Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- * Present ideas and information orally to a range of audiences.
- * Read carefully and show understanding of words, phrases and simple writing.
- * Appreciate stories, songs, poems and rhymes in the language.
- * Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- * Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- * Describe people, places, things and actions orally* and in writing.
- * Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Organisation

KS2 children have a regular forty-five minute lesson of modern foreign language a week, in order to ensure progression and skills development. These sessions can consist of speaking and listening activities, writing activities, computing activities and more creative activities, such as art, role-play and games.

Planning and Resources

The MFL subject leader provides schemes of work for all staff to use, including language they will need to learn for various sessions, and any resources will be available to print and photocopy as needed. The Twinkl scheme provides staff with help and support to develop their own language knowledge, or any extra sessions/activities that they may wish to include.

Classroom environment

Within the classroom, working walls and subject boards should have clear language displayed in French. There should be the title clearly displayed in French as well as at least three key topic words, relevant to the current unit, which can be used throughout teaching. There should also be French language displayed around the classroom that is relevant to everyday language for example; week days/months, greetings, colours, numbers.

Inclusion

In line with our Equal Opportunities and Inclusion Policies, we are committed to providing a teaching environment conducive to children reaching their full potential. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

Work books

Children's work books should be well presented and show a mix of recording including written, reading, photographs of practical tasks including speaking (or record and download to a QR code for books), pupil voice and creative work i.e. art or drawings. There should be a unit knowledge organiser, provided by the MFL subject lead, in the work books at the start of each unit to include key vocab, widget signs and photos. There will also be a second book where the children will create their own dictionary. This will follow them through the school and is used for the children to refer back to when conversing with peers during lessons. This can be presented as the children wish but must be well presented and easy to use. This book will not be marked by a teacher.

Assessment, Recording and Reporting

Most assessment is formative and is used to support teaching and learning and inform future planning. The MFL teacher assesses the children's progress in the target language based on their achievement of the learning objectives in lessons.

If any written MFL work is produced, it is marked in line with the school policy on marking.

Monitoring

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

- * Pupil voice with children
- * Feedback/questionnaires with staff
- * Planning scrutiny
- * Work sampling
- * Classroom observation