



Aspiration and Achievement for All

Modern Foreign Language Policy 2025

Adopted by the Senior Leadership Teams of
New Road and Park Lane Primary and Nursery Schools

Aspire Learning Trust

on 16th June 2025

Modern foreign languages Policy

The subject leaders for modern foreign languages are Mrs Hibbins (New Road Primary and Nursery School); Mrs Porter (Park Lane Primary and Nursery School).

Aims and Objectives

Our aims and objectives in teaching MFL are for children to:

- Foster an interest in learning another language.
- Develop speaking and listening skills.
- Apply and develop their knowledge of languages and language learning.
- Gain enjoyment, pride and a sense of achievement.
- Explore their own cultural identity and those of others.
- Increase personal aspiration.

Modern foreign languages Curriculum Planning

(Please also refer to the School's Curriculum Policy)

We use the national curriculum scheme of work for modern foreign languages as the basis for our curriculum. Our curriculum planning is in three phases (long-term, medium-term, and short-term). Revising and consolidating skills helps children to build upon prior knowledge before introducing new vocabulary and challenge. Provision for modern foreign languages activities is part of the overall topic planning completed for each class termly.

The subject leader for modern foreign languages oversees the curriculum coverage and ensures that requirements are met. We plan the topics in modern foreign languages so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move through the school.

Each unit of learning contains clearly defined knowledge that children will learn. In addition to what we would like the children to know we also provide opportunities for children to apply knowledge skilfully. This is detailed in our progression of skills document for modern foreign languages.

Curriculum Overview

Key Stage 1

We believe that early exposure to languages is key and so encourage the language learning process from Nursery where EAL children are encouraged to share words in their home language and this diversity is engaged with and celebrated by all.

The subject leader has previously advised KS1 teachers of French words and phrases which can be incorporated into daily classroom routines. These are given to KS1 teachers along with a pronunciation guide to facilitate use.

A daily timetabled session of 10 minutes results in repetitive exposure and learning of French words and phrases.

Key Stage 2

Each year group in KS2 has its own programme of study, each building on learning from the previous year and each contributing to a secure development of the National Curriculum objectives. These are shown in full in the MFL whole school progression document. Yearly overviews show the breakdown of learning in more detail for each year group.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Numbers 1-10 forwards and Backwards	Days of the week	Hello, Goodbye, How are you, Happy Birthday, Happy Christmas	Mr, Mrs, Miss My name is How old are you? I am ___ years old.	Colours Year 1	Pets Year 1
Year 2	Numbers 1-20 forwards and Backwards	Months of the year	Answering Register, Lunch options, see you soon.	Answering Register, Lunch options, see you soon.	Colours Year 2	Colours Year 2
Year 3	Games you play Pets	Numbers 11- 20 Games you play Pets	Greetings, conversation.	Greetings and extended family members	Colours and body parts	Numbers to 30
Year 4	Pocket Money (Euro Stars Book 2 Unit 2)	Pocket Money (Euro Stars Book 2 Unit 2)	Tell Me a Story (Euro Stars Book 2 Unit 3)	Tell Me a Story (Euro Stars Book 2 Unit 3)	The Carnival of the Animals (Euro Stars Book 3 Unit 5)	The Carnival of the Animals (Euro Stars Book 3 Unit 5)
Year 5	On the Way to School (Euro Stars Book 3 Unit 3)	On the Way to School (Euro Stars Book 3 Unit 3)	I Am The Music Man (Euro Stars Book 3 Unit 2)	I Am The Music Man (Euro Stars Book 3 Unit 2)	The Return of Spring (Euro Stars Book 3 Unit 5)	The Return of Spring (Euro Stars Book 3 Unit 5)
Year 6	Our School (Euro Stars 4 Unit 1)	Our School (Euro Stars 4 Unit 1)	Setting Up A Café (Euro Stars Book 4 , Unit 5)	Setting Up A Café (Euro Stars Book 4 , Unit 5)	French High Street (Language angels)	Festivals in french speaking countries (Language angels)

Teaching

We use the three components of an explicit teaching approach to ensure that all children learn in a clear and supported manner (see Teaching and Learning Policy).

Explicit teaching often follows the "I do, we do, you do" framework. This structured approach ensures that teaching progresses systematically:

1. **I do:** The teacher demonstrates a skill or concept, making their thinking process visible to the class.
2. **We do:** The teacher and students practise together, guided by the teacher.
3. **You do:** Students practise independently, applying what they've learnt.

Assessment for Learning

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess the progress of individual children. Assessment is built into modern foreign languages throughout the lesson. There is planned opportunity for day-to-day assessment against clear intended learning outcomes.

Individual attainment in modern foreign languages is assessed by class teachers using our school marking and feedback policy, to maintain lesson by lesson feedback and understand next steps to be built on and where individual needs sit. Teachers will also use a combination of assessment sheets/quizzes and spoken/written tasks at the end of each unit to give a basic assessment of what has been learnt.

Monitoring and Review

The modern foreign languages subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in modern foreign languages lessons. S/he is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a strategic lead and direction for modern foreign languages in the school.

After monitoring either the books or the medium-term planning, the subject leader presents the Headteacher with a report which evaluates strengths and weaknesses as well as indicating areas for further improvement. The subject leader also undertakes lesson observations, giving personalised feedback and pointers for improvements when required. This policy will be reviewed at least every two years

Review of the Policy

The policy will be reviewed within the cycle of the School Development Plan. Alterations and amendments will be incorporated into a revised policy based on the review.