MFL Policy 2026

St John Vianney Primary School

MFL Policy

Being SJV

Sincere † Joyful † Virtuous

Vision

At St John Vianney Primary School, we believe that learning another language opens children's minds to the wider world. Through learning French, pupils develop the confidence to communicate with others, curiosity about different cultures and an appreciation of the diversity of the communities around them. As a Catholic school, we recognise the dignity and value of every person and seek to develop pupils who show respect, acceptance and compassion towards others. Learning a language provides opportunities for children to understand that, although people may speak different languages and have different traditions and experiences, we are all part of a wider human family.
We want our pupils to see language learning as an opportunity to build connections, broaden their horizons and understand the world beyond their own immediate experience.

Intent

At St John Vianney Primary School, we aim to provide a broad, ambitious and inclusive French curriculum which develops pupils' ability to communicate in another language whilst fostering curiosity about French-speaking cultures and communities.

Our curriculum is designed to:

- Develop pupils' confidence and enjoyment in learning French.
- Develop the four key language skills of listening, speaking, reading and writing.
- Build a secure and progressively expanding knowledge of French vocabulary.
- Develop accurate pronunciation through progressive teaching of French phonics.
- Develop pupils' understanding and use of appropriate grammatical structures.
- Enable pupils to communicate ideas, information and opinions with increasing confidence and independence.
- Help pupils recognise similarities and differences between French and English.
- Develop pupils' understanding and appreciation of French culture, traditions, geography, history and everyday life.
- Foster curiosity, respect and acceptance towards people and communities from different cultural and linguistic backgrounds.
- Encourage pupils to take risks and persevere when communicating in a language they are learning.
- Provide a strong foundation for continued language learning at Key Stage 3 and beyond.
- Ensure that all pupils, including pupils with SEND and EAL, can participate successfully in language learning.

The National Curriculum identifies listening, speaking, reading and writing as the key areas of language learning at Key Stage 2 and expects pupils to develop knowledge of phonology, vocabulary and grammar alongside their ability to communicate. Our curriculum reflects these expectations.

Curriculum Aims

By the end of Key Stage 2, pupils will:

- Listen attentively to spoken French and demonstrate understanding through appropriate responses.
- Participate in conversations, asking and answering questions using familiar language.
- Speak in sentences using familiar vocabulary, phrases and increasingly accurate grammatical structures.
- Develop increasingly accurate French pronunciation and intonation.
- Present ideas and information orally to different audiences.
- Read and understand familiar French words, phrases and simple texts.
- Appreciate and respond to French stories, songs, rhymes and other forms of authentic or adapted language.
- Use strategies to work out the meaning of unfamiliar vocabulary within familiar contexts.
- Use dictionaries and other reference materials appropriately.
- Write familiar phrases and sentences from memory.
- Adapt familiar language to create new sentences and communicate their own ideas.
- Describe people, places, things and actions using familiar language.
- Develop an understanding of basic French grammar, including grammatical patterns, gender, articles and appropriate verb structures.
- Recognise similarities and differences between French and English.
- Demonstrate an understanding and appreciation of aspects of French-speaking cultures and communities.
- Show curiosity, respect and acceptance towards people whose language, culture or experiences may differ from their own.
- Develop the confidence and resilience required to continue learning a language at secondary school.

These aims reflect the statutory Key Stage 2 Languages Programme of Study, which requires pupils to make substantial progress in one language and to develop their ability to understand and communicate ideas, facts and feelings in speech and writing.

Implementation

Curriculum Structure

French is taught across the school, with pupils receiving informal exposure to the language from Year 1 and formal language teaching beginning in Year 3.

The school's current French curriculum is based on the **Language Angels** scheme of work, which is adapted and implemented to meet the needs of pupils at St John Vianney Primary School.

The curriculum is organised progressively through:

- Exposure through videos and songs in KS1.
- Three progressive levels of learning across Key Stage 2.
- Progressive development of vocabulary, phonics and grammar.
- Increasing expectations for listening, speaking, reading and writing.
- Regular opportunities to revisit, retrieve and apply previously taught language.
- Cultural learning integrated throughout the curriculum.

The current curriculum overview provides a sequenced programme of learning from Year 1 through Year 6, including topics such as greetings, colours, numbers, animals, seasons, family, dates, school, clothing, weather, the home, the town, weekends and the wider world. Cultural learning includes French artists, landmarks, historical figures, traditions and celebrations.

Key Stage 1

Year 1 and 2 provide informal exposure to French through repetitive stories, songs and rhymes to develop the foundations for French learning in Key Stage 2.

Key Stage 2

French is taught through one timetabled lesson each week, normally lasting approximately 40–60 minutes.

Lessons are delivered by class teachers or PPA cover staff, according to staff confidence and expertise, using the Language Angels curriculum and associated resources.

The curriculum develops progressively through the three KS2 levels. Previously taught language is regularly revisited, retrieved and consolidated before new vocabulary and structures are introduced.

Each unit contains a clear language focus and pupils progressively develop:

- Vocabulary.
- French phonics and pronunciation.
- Grammar.
- Listening skills.
- Speaking skills.
- Reading skills.
- Writing skills.
- Cultural knowledge.

French phonics is taught progressively across the year groups, enabling pupils to develop increasing confidence in recognising and producing French sounds and making links between spelling and pronunciation.

Grammar is taught within units through a clear language focus. Pupils are encouraged to identify patterns in French and make connections between French and English.

Teaching and Learning

Teachers use a range of approaches to ensure that French lessons are engaging, accessible and purposeful, including:

- Direct teaching and modelling.
- Repetition and oral rehearsal.
- Retrieval of previously taught vocabulary.
- Speaking and listening activities.
- Partner and group work.
- Songs, rhymes and stories where appropriate.
- Interactive Language Angels lessons.
- Flashcards and visual prompts.
- Practical and manipulative resources.
- Games and communicative activities.
- Reading and pronunciation activities.
- Supported writing.
- Independent application of previously taught language.
- Cultural activities and discussion.
- Opportunities for pupils to reflect on similarities and differences between languages and cultures.

Communication is central to French lessons. Pupils are encouraged to listen carefully, practise pronunciation, participate in conversations and develop confidence in using French aloud.

Teachers model accurate pronunciation and provide repeated opportunities for pupils to rehearse new vocabulary and language structures.

Mistakes are treated as a natural part of language learning. Pupils are encouraged to take risks, persevere and improve their accuracy over time.

Where appropriate, teachers make links between French and English, helping pupils recognise patterns in vocabulary, grammar and sentence structure.

Resources

The school uses **Language** Angels as the main curriculum resource for French.

Resources used to support teaching and learning include:

- Language Angels interactive lessons.
- Flashcards.
- Visual prompts.
- Manipulatives.
- Stories.
- Songs and rhymes.
- French vocabulary resources.
- Practical classroom resources.
- Digital resources.
- Cultural resources and stimuli.
- Dictionaries and reference materials where appropriate.

Resources are selected and adapted to ensure that pupils can access the curriculum and that learning is appropriately challenging.

The MFL Subject Leader is responsible for overseeing the availability, development and appropriate use of French resources.

Inclusion

SEND

At St John Vianney Primary School, all pupils are entitled to access an ambitious and enjoyable French curriculum.
Teachers use quality-first teaching and appropriate adaptations to enable pupils with SEND to participate successfully.
Adaptations may include:

- Increased use of images and visual prompts.
- Repetition and overlearning.
- Reduced written demands where appropriate.
- Oral rehearsal before written tasks.
- Sentence frames and structured support.
- Smaller amounts of vocabulary introduced at one time.
- Additional opportunities to practise pronunciation.
- Paired or supported speaking activities.
- Practical and multisensory activities.
- Adapted recording expectations.
- Additional adult support where available.

The aim of adaptation is to enable pupils to participate meaningfully in French rather than unnecessarily removing them from the core curriculum.

Disadvantaged Pupils

We are committed to ensuring that pupils in receipt of Pupil Premium funding have equal access to high-quality MFL learning, practical experiences and enrichment opportunities. Staff carefully monitor participation and attainment to ensure that all pupils achieve their potential.

English as an Additional Language

Pupils with English as an Additional Language are supported through the visual, oral and practical nature of language teaching.

Learning another language can provide opportunities for pupils to draw upon their existing knowledge of language and recognise similarities and differences between languages.

Teachers use clear modelling, repetition, visual resources and structured opportunities for speaking and listening to ensure that pupils can access learning.

Higher-Attaining Pupils

Higher-attaining pupils are provided with opportunities to deepen and apply their knowledge rather than simply completing additional work.
Challenge may include:

- Using a wider range of vocabulary.
- Applying familiar language in unfamiliar contexts.
- Manipulating known sentence structures.
- Using increasingly complex grammatical structures.
- Speaking with greater independence and spontaneity.
- Expressing and justifying opinions.
- Developing longer spoken responses.
- Producing extended written responses.
- Working with reduced scaffolding.
- Identifying and explaining patterns in French grammar.
- Applying phonics knowledge to unfamiliar vocabulary.
- Using dictionaries and reference materials independently.
- Presenting information to others.
- Supporting communication activities while maintaining their own independent learning.

Cultural Understanding and Enrichment

Higher-attaining pupils are provided with opportunities to deepen and apply their knowledge rather than simply completing additional work.
Challenge may include:

- Using a wider range of vocabulary.
- Applying familiar language in unfamiliar contexts.
- Manipulating known sentence structures.
- Using increasingly complex grammatical structures.
- Speaking with greater independence and spontaneity.
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Impact

The impact of our French curriculum is demonstrated through pupils who:

- Enjoy learning French and show enthusiasm for language learning.
- Become increasingly confident in communicating in French.
- Listen attentively and respond appropriately.
- Develop increasingly accurate pronunciation.
- Use familiar French vocabulary and grammatical structures.
- Make progress across listening, speaking, reading and writing.
- Retain and retrieve previously taught vocabulary and structures.
- Apply their knowledge in new contexts.
- Recognise similarities and differences between French and English.
- Demonstrate increasing independence when communicating.
- Develop curiosity about French-speaking cultures and communities.
- Show respect and acceptance towards different cultures and ways of life.
- Understand that languages can connect people and communities.
- Are prepared for continued language learning at secondary school.

By the end of Key Stage 2, pupils should have developed a secure foundation in French which enables them to understand and communicate familiar ideas, information and opinions using spoken and written language. They should also have developed the phonological, grammatical and vocabulary knowledge required to continue their language learning at Key Stage 3.

Assessment and Monitoring

Assessment includes:

- Teacher assessment during lessons.
- Observation of speaking and listening.
- Questioning and discussion.
- Retrieval activities.
- Checking pronunciation and vocabulary recall.
- Observation of pupils applying grammatical structures.
- Written work.
- End-of-unit knowledge quizzes.
- Review of pupils' progress against curriculum objectives.

Assessment is used to identify pupils who require additional support and pupils who are ready for greater challenge.
Teacher professional judgement remains central to assessment decisions.

The impact and quality of the French curriculum is monitored by the MFL Subject Leader through:

- Pupil voice.
- Informal discussions with pupils.
- Lesson visits and learning walks.
- Planning scrutiny where appropriate.
- Book scrutiny.
- Review of assessment information.
- Monitoring of curriculum coverage and progression.
- Review of displays and examples of pupils' work.
- Discussion with teachers regarding confidence, resources and curriculum delivery.

Monitoring focuses on:

- Strengths.
- Areas for development.
- Consistency of provision.
- Progression across year groups.
- Accessibility and inclusion.
- Next steps for curriculum development.

The MFL Subject Leader supports staff with curriculum implementation, resources, subject knowledge and appropriate professional development.

Conclusion

At St John Vianney Primary School, we are committed to providing a high-quality French curriculum which enables every child to experience the benefits of learning another language.

Through progressive development of listening, speaking, reading and writing, pupils build the knowledge and confidence needed to communicate in French. Through phonics, vocabulary and grammar, they develop an understanding of how the French language works and how it connects with their own language.

Through cultural learning, pupils develop curiosity about the wider world and an appreciation of different communities, traditions and experiences. Rooted in our Catholic values, we encourage pupils to recognise the dignity of others, celebrate diversity and approach people and cultures with respect, acceptance and compassion.

Our aim is that pupils leave St John Vianney not only with a strong foundation for further language learning, but also with greater confidence, curiosity and understanding of the wider world.

Reviewed: September 2026
Date of Next Review: September 2027