



*"Creating excellence, embracing all."*

**SUBJECT POLICY FOR  
MFL (FRENCH)  
2025**

Subject Lead: Language CAT  
Curriculum Action Team: Languages  
Headteacher: Jo Reid  
Chair of Governors: Sue Miller

**Renewal Date: September 2026**  
**Policy determined 25<sup>th</sup> November 2025**  
**Botley School governing board**

*Botley School Vision statement*

*A high-quality education in a positive and happy school,  
where everyone is included, celebrated and encouraged  
to be a creative lifelong learner.*

*Botley School Values*

*Inclusivity    Teamwork    Kindness    Respect    Resilience    Creativity*



## Botley School

### Modern Foreign Languages Policy (MFL)

*“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.”*

*Nelson Mandela*

*“To learn a foreign language is to have one more window from which to look at the world.”*

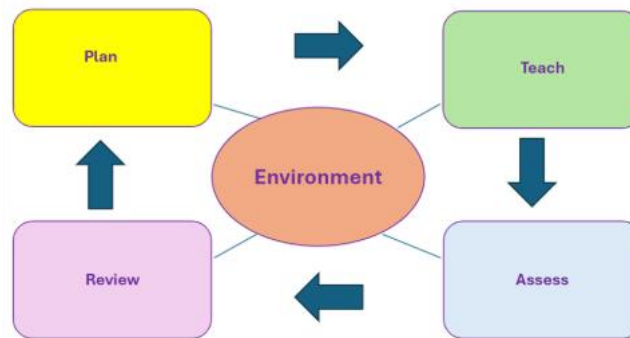
*Chinese proverb*

#### **MFL Vision Statement:**

To nurture a linguistic curiosity and a love of languages in our children here, helping each one to develop the skills and confidence to consider themselves as global citizens who belong to a multicultural and mutually respectful world.

#### **Pedagogical Principles**

The Intent, implementation and impact of the MFL curriculum is rooted in the pedagogical principles as set out in the Botley Teaching and Learning Policy.



#### **Intent**

At Botley School, we believe that learning a foreign language is a necessary part of being a member of a multi-cultural society and provides an opening to other cultures. Our curriculum intent reflects our belief that all children benefit from studying MODERN FOREIGN LANGUAGES at an early age. Therefore, we offer each child in Years 1-6 an insight into the culture and civilisation of the countries where French is spoken. Our aim is to develop the ability of each child to use the language effectively in a variety of practical situations, to encourage creativity, spontaneity and to provide enjoyment and intellectual stimulation. The participation in language learning will inherently underpin the spiritual, moral, social and cultural development of our pupils.

The teaching of MODERN FOREIGN LANGUAGES at Botley School reflects the new National Curriculum Aims and meets statutory requirements.

### **Pupils in KS1 are taught to:**

1. Develop listening and attention skills.
2. Listen with sustained concentration.
3. Understand the conventions of turn-taking.
4. Copy language modelled by the teacher or another speaker.
5. Sing songs and recite short finger rhymes.
6. Understand that different languages are spoken in the world.
7. Celebrate and value plural-lingualism
8. Celebrate and value cultural diversity.

### **Pupils in KS2 are taught to:**

1. Acquire language learning strategies for memorization and retrieval as well as for listening, reading and understanding.
2. Develop resilience in language learning as well as enjoyment of it through a challenging scheme of work.
3. Listen attentively to spoken language and show understanding by joining in and responding.
4. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
5. Develop a sound grasp of the key sounds of the French language and their corresponding graphemes and be able to apply this knowledge when speaking, listening and reading aloud.
6. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
7. 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.
8. Present ideas and information orally to a range of audiences.
9. Read carefully and show understanding of words, phrases and simple writing.
10. Appreciate stories, songs, poems and rhymes in the language.
11. Broaden their vocabulary and develop their ability to decode new words that are introduced into familiar written material, including through using a dictionary.
12. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly, using prior knowledge of grammar and key features; with or without a bilingual dictionary
13. Describe people, places, things and actions orally and in writing.
14. Understand basic grammar appropriate to the language being studied, including feminine, masculine forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; how these differ from or are similar to English.
15. Demonstrate substantial progress in learning French and work towards or meet the targets of the KS2 Programme of Study for Modern Foreign Languages.

## **Implementation**

### **MFL Curriculum and scheme of work**

- Lessons are based on the long-term plan and resources provided by Rising Stars Scheme of work
- The scheme is used/adapted/supplemented to ensure that it takes into account the different learning styles, experiences, strengths/stages of development and interests of the pupils;
- Consistency of approach and of standards are ensured by embedding the scheme.

The structure of our curriculum enables pupils to reinforce and build upon prior learning, make connections and develop subject specific language. The learning objectives represent the core material for language learning in

KS2. The fundamental skills knowledge and concepts of the subjects are categorised into 3 clearly progressive core strands of teaching and learning.

- Oracy (listening, speaking and spoken interaction)
- Literacy (reading, writing and grammar)
- Intercultural understanding

In addition, two cross cutting strands are included:

- Knowledge about language (KAL)
- Language Learning Strategies (LLS)

The five strands are interdependent. They will rarely be taught in isolation and many lessons will include elements from all strands.

### **Strategies for the Teaching of French**

**The KS2 French curriculum** is organised on a topic basis wherein the core language content covered in Years 3-6 is arranged into three main topics and French is studied throughout the year:

- Approximately 45 minutes per week is spent on French in Y3, Y4, Y5 and Y6.
- There are follow-up activities to each lesson to increase the exposure time in a week.

### **The predominant mode of working in French:**

- Is to engage children in a range of differentiated tasks and activities where communicating in the target language, for real purposes as well as to practise skills, is a key feature.
- Lessons are designed to be progressive and build on prior learning, moving from word to sentence level by the end of KS2.
- Lesson plans include ideas for support for the less able and to extend the more able.
- The lesson activities are challenging, varied, interactive and develop listening, speaking, reading and writing skills.
- The choice of vocabulary ensures exposure to all the key phonic sounds and ability to build sentences using grammatical knowledge.
- Opportunities for revisiting and consolidating prior knowledge are included throughout KS2.
- The teaching of words and phrases in French with the intention of enabling pupils to cope in a range of everyday, real life situations, e.g. introducing themselves, posing questions in order to make new friends and being able to purchase items of food and/or drink from a French market;
- The development of pupils' awareness of language and the way it is constructed;
- The encouragement of pupils to explore similarities to their own languages and differences to it, e.g. drawing pupils' attention to the existence of the grammatical notion of gender (*le* and *la*, *un* and *une*), discussing the idea that verbs can change their endings in each of the languages (*I make, he makes; je joue, tu joues*).
- Other commercially available schemes of work are 'dipped into' to support the delivery modern foreign languages (MFL) and supplement materials (see list of published materials available for reference in Appendix)

### **Tasks and activities within this structure may include:**

- Individuals responding to differentiated questions where cue cards/images/film may be used as a stimulus;

- Pairs/small groups using cue cards/images as stimuli;
- Pairs/small groups work using information gap exercises;
- Improvised drama/role play;
- Small group or team games;
- Prepared role-play (scripted, cue cards or not);
- Individual or group listening activities e.g. surveys;
- Individual or group writing activities e.g. passports, labelling, songs;
- Individual or group reading activities e.g. songs, stories, plays;
- Games, songs, raps, rhymes, audio-visual aids and e-learning, are all used to encourage accuracy, accent and confidence.
- Song will be used to support knowledge acquisition and the embedding of key concepts in their long term memory.

## **SEND**

We are an inclusive school. We aim to raise the standards for all children and provide access to language learning for all pupils. Pupils who receive 1:1 support will have access to support during MFL lessons where appropriate to their needs. Lessons will take account of the differing needs of SEND pupils, however, the school recognises that not all pupils with identified special needs require the same level of support in MFL as they may do in other core subjects.

## **Enrichment and the Wider Community**

Encouraging a love of language learning from a young age is very important to us at Botley.

Our MFL curriculum very much strives to provide our pupils with an opening to other cultures, to foster their curiosity and to deepen their understanding of the world. From day one, the children experience a cross-curricular approach to MFL, always seeking to make connections between the language they are learning and relevant 'real life' situations. From locating countries where French and are spoken and learning about ways of travelling there, to finding out about festivals/celebrations and comparing traditional songs and stories, the Intercultural Understanding strand of the National Curriculum is a feature in all lessons helping our children to develop respect for cultural diversity.

## **Spiritual, Moral, Social and Cultural Development**

The MFL curriculum and enrichment opportunities inherently support the spiritual, moral, social and cultural development of the pupils at Botley through:

- Their willingness to participate in and respond positively to artistic, musical, and cultural opportunities
- Their sense of enjoyment and fascination in learning about themselves, others and the world around them
- Their use of imagination and creativity in their language learning
- Their use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- Their willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Their understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- Their ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities

# Impact

## Strategies for Ensuring Progress, Recording and Reporting:

### Recording

MFL performances and assessment can be captured on the school iPads.

Written work and photographs of examples of 'alternative' writing activities in KS2 MFL can be kept in the class scrapbook e.g. when using mini whiteboards, air writing, writing on partners' backs, worksheets.

### Monitoring

The MFL subject leader is responsible for the monitoring of teaching, learning and outcomes across the school. In the event that there is no MFL lead, the responsibility devolves to the Senior Leadership team.

MFL is monitored throughout all year groups using a variety of strategies such as planning scrutinises, lesson observations, performances and pupil interviews.

### Assessment

- The lesson plans indicate which activity is an opportunity to assess progress and is linked to the KS2 targets
- Evidence of speaking activities is gathered by making audio recordings
- Photographs are taken as evidence of listening, reading and writing activities e.g. when writing is done on mini whiteboards, in the air, on a partner's back or on a worksheet and samples are kept in a class 'Scrapbook'
- 'Special' exercise books are used to celebrate writing and to demonstrate progress across the key stages
- Success criteria are an integral part of lessons, enabling children to self and peer assess their progress at the end of each section of work. A one/two/three sides of a triangle system can be used as well as commenting on their grasp of new knowledge
- To ensure pupils are achieving what has been set out in the curriculum and to track progress records are kept for each group of children. Formative e.g. when it is clearly indicated by the nature of the work as in a listening comprehension when a numerical mark may be recorded; summative/evaluative e.g. following an 'end of topic' role play when a grade to indicate progress made can be recorded.
- Formative assessment in each lesson informs the planning and teaching of subsequent lessons and is used to guide the progress of individual pupils in French/. It involves identifying each child's progress in each aspect of the subject, determining what each child has learned and what therefore should be the next stage in his/her learning. Formative assessment is mostly carried out informally in the course of teaching and by the very nature of this subject, it is ongoing.
- Formative assessments will be recorded using the Bromcom school information system
- A transition document will be used to relay information to feeder secondary schools about prior language learning.

**Feedback to pupils** about their own progress in French is given orally. Effective feedback:

- Aims to help children learn, not to find fault, and comments aim to be positive and constructive
- Is usually done while a task is being carried out through discussion between child and teacher
- Of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time - this will vary according to age and ability

**Reporting**

A final summative assessment for MFL will be reported to parents within the annual school report using the following grades:

- **WT** – Working towards age related expectations
- **WA** – Working at age related expectations
- **GD** – Working at greater depth) may be recorded.

**Linked policies:**

Curriculum policy  
Learning and Teaching Policy  
Assessment policy  
Health and Safety Policy  
Equal Opportunities policy  
SEND policy

**Appendix:                      Key Documents for French**

[French Curriculum Overview](#)

[French Skills Progression](#)

[French Vocabulary Progression](#)