



**Ladywood**

Primary School

**French Policy**

June 2026

# Ladywood Primary School

## Policy for MFL (French)

*"Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The skills, knowledge and understanding gained can make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others."*

### The Key Stage 2 Framework for Languages

At Ladywood Primary School we believe that the learning of an additional language provides a valuable educational, social and cultural experience for pupils. It helps them to develop communication skills, including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children an additional perspective on the world, encouraging them to understand their own cultures and those of others.

### **The Intent of MFL French Primary Language Education at Ladywood Primary School:**

The intent of the MFL French curriculum at Ladywood is to ensure the progressive development of Listening, Speaking, Reading and Writing skills in French in an enjoyable and stimulating way. We aim to embed these skills to enable the children to use and apply their language learning in a variety of contexts and to lay the foundations for future language learning. We provide an introduction to the culture of France (and other Francophone countries and communities) so that children develop a tolerance and respect of different people and places, whilst fostering their curiosity and understanding of the wider world..

### **Speaking and Listening**

At Ladywood Primary School the children will learn to:

- listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English;

- understand and respond with increasing competence, accuracy and confidence in a range of situations;
- join in songs, rhymes and stories which enable them to practise the sounds of the language in an enjoyable and age appropriate way;
- take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings.

### **Reading and Writing**

At Ladywood Primary School the children will learn to:

- remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;
- read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;
- read, copy and write independently familiar words and simple phrases in context e.g. classroom items, display labels, weather chart, date;
- write sentences and short texts independently and from memory.

### **Intercultural Understanding**

At Ladywood Primary School the children will learn to:

- identify similarities and differences in everyday life, social conventions, traditional stories and celebrations;
- recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others;
- gain awareness of stereotypes, and develop further understanding and respect cultural diversity.

### **The Implementation of MFL French at Ladywood Primary School**

French is taught in KS2 classes discretely in our curriculum using the Primary Languages Network scheme of work (Click2Teach/Video2Teach). It is a live scheme which is continually updated and revised in order to meet with current curriculum standards. It holds at its core the Intent, Implementation and Impact of MFL whilst maintaining a 'primary' focus. Alongside the planning

provided, the scheme is supported by accompanying videos, PowerPoints, audio files (spoken by native speakers), links to authentic literature, songs, games, cultural points of reference, seasonal events and cross-curricular links.

The children in KS2 build up their knowledge and skills by working through the language learning stages from Stage 1 in Year 3 to Stage 4 in Year 6. The scheme of work is progressive, with the foundations being laid in Stages 1 and 2, ready for further development and challenge in Stages 3 and 4.

To promote an active learning of languages a range of teaching methods are implemented to ensure that the children are developing their linguistic skills through listening, speaking, reading and writing in order to be secondary ready. Activities can consist of actions, rhymes, stories, song, drama, grammar focus, video clips, air writing, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills. Written work is kept in workbooks, although formal writing is not the outcome of every lesson. The skill of writing is developed through use of whiteboards and air writing leading to writing in books.

### **How we assess the Impact of MFL at Ladywood Primary School**

Our curriculum is planned to demonstrate progression both in core skills and language learning skills. Assessment for learning takes place during lessons in order to evaluate and provide immediate feedback to improve further. Errors are corrected by being 're-framed' and growth mindset is encouragement for all to 'have a go' and learn from any mistakes. Pupils self-assess each learning objective using PLN's self-assessment cloud documents.

For monitoring of assessment data, children's progress is assessed on a half termly basis. This takes into account the children's achievement of learning objectives in lessons, but also the cumulative acquisition of language over the term. This data is then used to identify linguists who working towards, working at or reaching greater depth.

### ***Inclusion***

Primary Language teaching at Ladywood Primary School aims to be fully inclusive. No child is excluded by reason of a learning difficulty, or because they have English as an additional language. Language learning research indicates that

some children can derive particular benefit from taking part in Primary Language learning activities in which they may be less disadvantaged than in other areas of the curriculum.

Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. Work is differentiated as appropriate to the needs of individual children. Pairs and groups for collaborative work may be made up in different ways, depending on the task.