MFL (French) Policy

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Date of Issue:	September 2026
Review Date:	September 2027

Teaching and Learning in French

Subject Identity: French

Fingerprint Statement

French is a subject that develops pupils' confidence and ability to communicate in another language, while fostering curiosity and appreciation of different cultures. It builds progressively through listening, speaking, reading and writing, with a strong focus on vocabulary, pronunciation and meaningful communication.

Core concepts and themes

French is a subject that equips pupils with the language skills and cultural understanding to communicate confidently and appreciate the diversity of the wider world.

The key concepts are:

- **Vocabulary and language recall** – learning, retaining and applying key French vocabulary.
- **Listening and speaking** – developing pronunciation and confidence in simple conversations.
- **Reading and writing** – recognising and producing familiar words, phrases and sentences.
- **Grammar** – understanding basic sentence structures, gender, articles and verbs.
- **Cultural awareness** – exploring France and the wider Francophone world.
- **Progressive language skills** – revisiting prior learning and building towards increasingly independent communication.

Together, these concepts support pupils in developing confident communication skills, building a strong foundation in French, and appreciating the cultures and communities of the wider Francophone world.

Disciplinary Ways of Thinking

These foundations are brought together through language learning, which represents the disciplinary approach of Primary French. Pupils are taught to understand and use French by applying the keyways of thinking and working that effective language learners use.

Primary French develops pupils as communicators and language learners through purposeful listening, speaking, reading and writing. Through a progressive process of learning, practising and applying language, pupils move from acquiring new vocabulary to recognising patterns, constructing sentences and communicating meaningfully. This enables pupils to build on prior knowledge and become increasingly confident and independent in their use of French.

This includes:

- **Listening and identifying** familiar sounds, words and phrases
- **Recalling and applying** vocabulary and language structures
- **Recognising patterns** in vocabulary, grammar and sentence formation
- **Developing accurate pronunciation** through listening and repetition
- **Applying language** in meaningful conversations and different contexts
- **Reading and writing** familiar words, phrases and sentences

- **Making connections** between French language, culture and the wider world
- **Reflecting on and improving** language use through practice and feedback

Through this approach, French enables pupils to think critically about how language works, communicate with increasing confidence and independence, and develop curiosity and appreciation for French-speaking cultures and the wider world.

Teaching and Learning Documentation

In order to communicate effectively each of our subject areas, key documentation is established by the Subject Leader and shared with all relevant teaching staff. This documentation includes: -

1. Subject Policy
2. Curriculum Rationale
3. Unit of Study Overview
4. Knowledge and Skills Overview
5. Working Plans

Together, this documentation collates the coverage and implementation of each of the Wider Curriculum Subject Areas.

Subject Leadership Documentation

In addition, Subject Leaders are required to monitor the effectiveness of their subject throughout each academic year. In order to do this with effect, the following documentation is established and updated regularly.

1. **Subject Audit** – An audit of the subject is completed annually RAG rating the effectiveness of the subject, whilst informing key priorities moving forward.
2. **Subject Action Plan** – A three-point action plan is derived from School Development Plan priorities and the subject audit to establish next steps as we continue to strive to improve each subject area.
3. **Learning Enquiry** - As part of our monitoring cycle, our Learning Enquiry approach ensures the monitoring of each subject area through scheduled book looks, learning walks, planning/ resource checks, pupil voice and staff voice. All findings are collated, feedback is shared and next steps are actioned.

Delivery of MFL (French)

MFL French) is timetabled to be taught once a week across Key Stage 2 for half an hour (minimum). We utilize the programme Language Angels to support teaching.

Immersive Teaching

In addition, to provide more exposure and opportunities for connected/ transferable learning, class teachers will provide an immersive French learning environment through their spoken language, encouraging children to listen to and speak French instructions and vocabulary. Our classroom display, below, supports with this.



French in the Classroom

Hi	Salut	**Look at me**	regarde moi
Hello/ Good morning	Bonjour	**Stop, Look, Listen**	arrête regarde écoute
How are you?	Comment ça va	**5, 4 , 3, 2, 1**	Cinq, quatre, trois, deux, Un
Goodbye	Au revoir	**Listen**	écoute
Please	s'il vous plaît	**Stand up**	se lever
Thank you	Merci	**Sit down**	s'asseoir
1, 2 , 3...	un deux trois	**Line up**	se mettre en rang

In order to support the retrieval, retention and understanding of French vocabulary, ensure opportunities to model and listen to your children speaking French is embedded throughout the school day. Consider further exposure to greetings, numbers, instructions and school objects.

Lesson Content

In support of foundational understanding of MFL (French), key components of lessons have been established in conjunction with teaching proformas to support class teachers with consistent delivery lesson-by-lesson.

These key components include:-

- **What is statement –** As each MFL lesson commences, children will be reminded of the definition of the subject – "A variety of Languages which are currently spoken across the world and studied by others such as Spanish, French or German."
- **Reference to skills in MFL –** Children are reminded of key skills that are commonly used in this subject area i.e. communication (speaking, listening, reading and writing), discussing, encouraging, reflecting and respecting.
- **Key vocabulary –** Relevant and focused vocabulary for the lesson are shared, discussed and defined with support of teachers encouraging clear and purposeful discussion throughout.
- **Teaching Toolkit strategies –** Ensuring High Quality Teaching, our teaching toolkit strategies are employed where appropriate encouraging effective modelling, retrieval strategies, motivating teaching, accurate assessment and purposeful reflection from learners.

Performance and Learning Evidence

Evidence collation is key to support the learning process and the monitoring of Teaching and Learning by Subject Leaders and Senior Leaders. In order to evidence MFL effectively, the following strategies have been implemented: -

- All year groups use a class floor book to collate ideas and evidence. Children will still complete individual tasks which will then be documented in the class floor book. KS2 children will be able to take ownership of their floor book. All discussion tasks, quotes, opinions and photographs will be well documented in the floor book.
- Use of Earwig to evidence activities.

Please note: - Earwig is an online storage system used to evidence in class discussions and activities that contribute to the evidence of knowledge and skills of our learners

Assessment

As per our Marking and Feedback policy, adults are encouraged to formatively assess throughout the entire learning sequence, ensuring proactivity and responsivity to the needs of all children. This feedback can be verbal or written feedback.

At the end of each term, teacher's assess the learning identifying children who are 'working significantly below' national curriculum expectations. These children are noted in our Wider Curriculum Assessment grids, with a brief description of why, to monitor the gaps in learning of our children across the wider curriculum. Additionally, children who are 'working significantly above' national curriculum aims are noted to highlight real flare between class teachers and subject leaders.