BADSWORTH
CofE School

CARE – Prepare – Believe
'I can do all things through him who strengthens me'
Philippians 4:13

Badsworth C of E Junior & Infant School
Modern Foreign Languages Policy
September 2026

MFL Vision

At Badsworth C of E Junior and Infant School, our progressive curriculum continually builds on prior learning and knowledge to consolidate previous skills and deepen pupil's understanding of French. At Badsworth C of E Junior and Infant School, we see learning a foreign language as a necessary part of being a member of a multi-cultural society fostering respect for all. We believe that teaching French provides a window into another culture. The intention of our Modern Foreign Languages curriculum is to develop an interest in and a thirst for learning about language. Naturally, the curriculum also encourages curiosity and deepens children's understanding of geography and diversity. We aim to prepare pupils by embedding the essential skills of listening, reading, speaking and writing through weekly lessons following the Wakefield programme of study, supplemented by La Jolie Ronde planning and teaching resources. The teaching should enable children to pronounce words accurately using their phonics, understand and respond in another language, communicate for practical purposes and give children the all-round confidence to speak another language aloud in front of peers. Each year key stage 2 children will be given the opportunity to apply the language and skills they have learnt either in their key stage or as part of a whole school experience. Our aim is to prepare and provide the children with the foundation skills and knowledge they require in order to further develop their ability and interest at KS3 and beyond. We hope that our children leave the school with a natural curiosity and confidence to explore other countries, cultures and languages whilst understanding that it is a valuable skill to be able to communicate effectively with others in another language.

All stakeholders work towards our school vision and our French policy and vision is underpinned by this:

Here at Badsworth C of E Junior and Infant School, we ensure everyone flourishes through the way we:

Consider And Respect Everyone as Jesus taught
Prepare for a bright future
Believe we can make a difference

'I can do all things through Him who strengthens me.'

Philippians 4:13

All actions which are taken within school, focus on this vision and it is referred to throughout their time at Badsworth School.

More details about our vision for French can be found by reading the French Curriculum Statement on the school website.

Teaching and Learning

The national curriculum for French aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Teaching and Learning

In line with the National Curriculum, children are taught to listen attentively to the spoken language and demonstrate an understanding by joining in and responding.

KS1 children will be introduced to Modern Foreign Languages informally and incidentally so that they are used to using their listening skills to hear another language being spoken, pick out sounds from the French language and build a basic vocabulary bank ready for entry into Key Stage Two.

In the lower key stage two classes, an initial emphasis on phonics and pronunciation will be evident thus giving children the confidence to decode and speak aloud in front of peers. Children will begin to broaden their vocabulary of people, places and common objects both orally and in written form. As well as focussing on vocabulary, children in lower key stage two will begin to understand basic grammar appropriate to French. They will be introduced to high frequency verbs as well as being introduced to the feminine and masculine forms. This will enable the children to form simple sentences. As they progress through the key stage, the children will be able to engage in conversations whereby they can ask and answer questions as well as express their own opinions. This will also be done with intonation to develop clarity. Revisited vocabulary, as well as new vocabulary taught in sessions, will be evident in the spoken language they use. Children will also apply this learning through a variety of activities and tasks including decoding stories and understanding and interpreting songs and poems. By exploring the patterns and sounds of language through song and rhyme, the children will be able to link pronunciation, spelling and the meaning of words together.

Assessment and Reporting

Our MFL curriculum will ensure all pupils develop key language learning skills set out by the national curriculum, as well as a love of languages and learning about other cultures. The children will be able to understand and respond to both spoken and written language as well as having the confidence to speak aloud fluently and spontaneously. They will have a good understanding of the common verbs as well as the masculine and feminine forms which will give them the basic foundations to then develop their language skills further as they progress through their education. Pupils across all year groups should be engaged and enjoying their lessons and feeling that they are progressing well and when they leave school, they will have an understanding as to why MFL is taught as a subject and the value and respect that comes with learning another language.

Teachers are continually assessing children's French knowledge, understanding and skills against the school's knowledge and skills progression grids based on the National Curriculum. Assessment opportunities are identified within the Wakefield Scheme of Work and La Jolie Ronde scheme. Staff use these to support their assessments of the children. The Assessment Grids are updated and maintained termly throughout the school year.

The work the children complete serves as a record for each unit. This can be seen in books in class. On-going short-term assessments are made against the lesson objectives drawn from medium term plans.

Pupil voice is also used to further develop the MFL curriculum through 'Talking to Children' sessions which allows the pupils from different year groups to share what they have learnt and enjoyed as well as areas which need further development.

Parents meetings are held twice a year and parents are given the opportunity to discuss their child's progress with the teachers. In addition to this, all children receive an annual written report in which progress in foundation subjects such as French is formally reported to parents.

Inclusion

French forms part of our school curriculum policy to provide a broad and balanced education for all children preparing them for a brighter future. At Badsworth C of E Junior and Infant School, we teach French to all KS2 children, whatever their ability, age, gender, race, religion or belief. We believe all children should have the opportunity to develop their language capability. We provide learning opportunities that are matched to the needs of the child.

When planning work in French, we consider any targets on SEND children's SMTLP, MSP or EHCP to facilitate learning at all levels. Quality first teaching including the use of modelling by the teacher and scaffolding are inbuilt in to lessons to meet the needs of the all children in lessons. Modifications can also be made to resources and equipment provided to provide scaffolds and models during independent activities.

We aim to respond to the children's needs and overcome potential barriers to learning for individuals and groups by:

- Ensuring that all children follow the scheme of learning for French.
- Providing curriculum materials and programmes, which are in no way class, gender or racially prejudice or biased.
- Providing opportunities for our children who do not have the same enrichment at home in regards to learning another language.
- Providing suitable challenges for more able children, as well as support for those who have emerging needs.
- Responding to the diversity of children's social, cultural and ethnographical backgrounds.
- Overcoming barriers to learning through the use of assessment and additional support.
- Supporting behavioural or emotional difficulties (including stress and trauma) by developing the understanding and management of their own learning behaviours.

Planning

Our teaching of French is based on the *Wakefield MFL Scheme*, which meets all the aims and outcomes of the National Curriculum. This forms our long-term plan (LTP) and teachers are given opportunities to teach listening, speaking, reading and writing skills across all year groups. La Jolie Ronde scheme of work is linked to the Wakefield Scheme and provides teachers with resources and detailed lesson plans.

Teachers utilise the LTP to identify key learning objectives and outcomes and create activities from the suggestions which will enable these to be achieved. The French Subject Leader monitors the coverage of medium-term plans (MTP) to ensure that the required units are taught each year and that the correct coverage is taking place.

Role of the MFL Subject Leader:

The French Subject Leader is responsible for the implementation of this French policy and providing professional leadership and management of French within the school. Their role is to:

- To implement the Wakefield scheme of work and to monitor its use by staff.
- To create a subject progression document which is progressive, meets the demographic of the children and is in keeping with the National Curriculum.

- To develop a progressive vocabulary list linking to the units being taught.
- To create an intent, implementation and impact document to show the school's vision for French.
- To ensure data is recorded termly and to examine differences in results between terms or year groups and to look for explanations for this.
- To arrange for the observation of teaching as a matter of good practice, and to provide constructive feedback to staff concerned.
- To use key stage meetings to feedback from courses and to develop the CPD of staff.
- To ensure that all members of the school are teaching appropriate subject skills and that the learners are expected to produce work with high standards of accuracy and presentation.
- To ensure parental engagement occurs throughout the year.
- To delegate tasks to other class teachers to create a sense of teamwork within the school.
- To ensure resources are readily available to support the curriculum
- To carry out 'Talking to Children' sessions which allow the Subject Leader to monitor planning, the teaching of French and how this subject area is managing areas of the School Improvement Plan.
- To raise the profile of French across school.
- Ensure that the schools vision is evident in lessons and curriculum evidence.

Role of Governors

All governors are interested in the development of French to promote high quality teaching and learning in the school. One governor is nominated to be responsible for monitoring and evaluating the impact and value of French on children's learning. They liaise with the subject leader and report back to the governing body as necessary. On occasion, subject leaders are invited to governors' meetings to explain changes made within their subject. Governors are also invited in to school to experience enrichment activities with the children.

Review Date: September 2027