



MFL Policy

2026-27

Approval and Review

Committee to Approve Policy	Trust Board Committee
Date of Board / Academy Committee Approval	May 26
Chair of Board / Academy Committee	
Signature	
Accounting Officer	
Signature	
Policy Review Period	12 months
Date of Policy Review	May 27

Version	Date Approved	Changes	Reason for Alterations (from and to)
1	May 21	none	
2	May 22	yes	Wording changed to intent, implementation and impact
3	May 23	yes	Added – supported by the Salut French package from September 2023.
4	Feb 24	yes	Updated with new French Scheme, Language Angels in planning and assessment sections.
5	Mar 25	yes	Added – and should be updated termly. Added – links with the high school will provide additional training and support. Added - Parents will be invited into school annually to take part in watch me learn activities and special celebration culture days.
6	May 26	Yes	Page 4 – changed from exercise books to French folders.

Intent

At Moorpark Junior School, we aim to promote the study of a foreign language (French) because of its increasing importance in both personal development and in global society. The National Curriculum States that, "A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world."

The experience of learning and using a foreign language allows children to explore the life-style and culture of another land through the medium of its language. It also promotes positive attitudes towards other cultures and speakers of other languages.

Learning a foreign language makes an important contribution to learning in general. As well as teaching the meaning of words and sentences (an awareness of language), it promotes social interaction and fosters sympathetic attitudes towards the culture and people of a foreign country.

The teaching and learning of a Modern Foreign Language supports and develops the children's listening, speaking, reading and writing in their first language.

Finally, effective foreign language learning equips children with a skill, which is advantageous to high school education, adult life and work. Success in industry and commerce depends increasingly on our willingness and ability to communicate with others in their own language, while others will use it for reading, travel, recreation and personal contacts, either at home or abroad.

Aims

- To enable children to understand and communicate in another language.
- To develop enthusiasm for language learning.
- To develop language skills and language learning skills.
- To give the children confidence in interacting with others.
- To increase the children's global awareness.
- To awaken an interest in different cultures and life-styles.
- To develop children's understanding of themselves and their culture.
- To encourage tolerance and a willingness to work co-operatively.
- To give a sound start for further development at Key Stage 3 and beyond.

Implementation

- The curriculum planning should ensure progression throughout Key Stage Two.
- The teaching should be purposeful and include clear objectives for each lesson.
- To deliver the curriculum effectively, a range of equipment should be used, including the interactive screens, laptop, flashcards and games. All work should be adapted and scaffolded to ensure all pupils can access the activities.
- There should be opportunities to practise language skills as a class, in smaller groups, pairs and individually.
- Teaching should involve active learning including the use of games, songs, dance, rhymes, storytelling and role-play.
- In addition to a timetabled language lesson, class teachers should look for opportunities to integrate language learning with other subjects and consolidate learning in daily contexts, such as greeting the children, giving praise, taking the register and classroom instructions. The children should not only use the vocabulary and phrases they have learned for basic communication, but should also be encouraged to apply their knowledge in new situations.
- Each classroom should visually represent key vocabulary appropriate to the topics That particular year group are studying and should be updated termly.

Planning

The French curriculum is designed with the non-specialist in mind, helping to scaffold the languages curriculum and make teaching and learning French an easy, fun experience for both pupils and teachers. The units are to be taught in a linear fashion, beginning in Year 3 and following through to Year 6, so that language points already taught are referenced, reinforced and recapped while children build new knowledge and skills. Whilst the National Curriculum does not stipulate specific expectations for each year group, the Languages aims are covered in progressive difficulty from the expected outcomes in Year 3 units to more demanding language expectations by the end of Y6.

Last year, Moorpark Junior introduced Language Angels and this provides a series of topics for all year groups, which builds on their prior learning. Each topic includes six detailed lesson plans containing a lesson presentation, creative and differentiated lesson activities and resources including key vocabulary cards. Songs are also included and these help embed learning where staff can play them throughout the week. This allows pupils to become familiar with new vocabulary. Throughout each topic, whenever new language is presented, children are given repeated opportunities to practise and produce the language. Those points will then be recapped in subsequent lessons.

Assessment and Record Keeping

Formal assessment of French is not required, but teachers will make informal judgements during lessons and children will complete the differentiated activity sheets, which are placed in their French folders. Each year group has an overview of the vocabulary to be covered and this supports the teaching of the subject and the half-termly monitoring.

Impact

The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in line with the schools monitoring cycle. This will be through lesson observations, pupil interviews, staff interviews and work scrutiny. The subject leader will support colleagues in the teaching of French. Links with the local high schools will provide additional training and support. Parents will be invited into school annually to take part in watch me learn activities and special celebration culture days.