



Modern Foreign Languages Policy
NOVEMBER 2025

INTRODUCTION

As part of the Primary National Curriculum learning a foreign language is a requirement for children within KS2. At Brockwell Junior School, French is taught by teachers or staff in our school. Children generally experience 30 minutes of languages and cultural learning every week. Displays around school have supported this learning, as has listening a native French speaker in each lesson.

AIMS

We want children to be curious about other cultures and understand some people have different languages. Through French, we want them to enjoy and succeed in communicating using another language, both spoken and written. Learning another language gives children a new and broader perspective on the world, encouraging them to understand their own culture and those of others.

We aim to:

- develop children's experience of language acquisition and encourage curiosity about languages
- introduce children to a new language in a way that is engaging and enjoyable
- develop their speaking and listening skills, and give them an ability to express themselves in speech and writing
- extend their knowledge of how language works and explore differences between French and English
- make children aware that language has a structure, and that the structure differs from one language to another
- strengthen their sense of identity through learning about French culture and comparing it with their own culture
- provide children with transferable skills to learn a language in the future.

POURQUOI LA FRANCAIS?

- 200 million people speak French around the world, and it is an official language in 32 countries.
- French travelled around the world as a colonial language and played a key part in the founding of the United Nations, the Olympic movement and the European Common Market, hence its status, alongside English, as the language of diplomacy.
- The British Council recognises the long-held attachment the British have felt to the language.
- It forms an aspect of our past. For nearly 400 years when the country was ruled by Norman kings, it was the language of the ruling class of the time - the nobility spoke French, like everyone at the royal palaces and in the

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judiciary. Many aspects of French culture have become world-renowned and famous i.e. impressionist painters and architecture

- By introducing children to the language and some of the basic aspects during the Junior years, the uptake in KS3 and 4 may increase.

TEACHING AND LEARNING OVERVIEW

Teaching is in line with the recommendations of the National Curriculum and The Primary Framework for Languages, with modifications in place which allow for the individual and differentiated needs of the children. It takes full account of the different experiences, strengths and interests of the children whilst also complying with the requirements and guidance on inclusion.

The national curriculum for languages 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*
- *can discover an*
- *develop an appreciation of a range of writing in the language studied.*

ORGANISATION

French is taught in a whole-class setting, by classroom teachers. Lessons are sequenced through topic-based units. Clear links are made to the key strands of Oracy, Literacy and Intercultural Understanding.

We follow the Primary Languages Network (PLN) scheme which ensures language learning across the four core skills (listening, speaking, reading and writing) and the three pillars of progression (vocabulary, phonics and grammar). The lessons are designed to motivate children from the first moment and are mainly practical in focus. They have clear, achievable objectives and incorporate different learning styles and give children the opportunity to develop speaking and listening skills through hearing a native speaker. Children with SEN have access to the curriculum through variation of task, grouping or support from an adult. Each class typically has a timetabled lesson of 30 minutes per week.

To promote an active learning of languages, a variety of teaching methods are used to model the language and ensure that children are developing

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their linguistic skills through listening, speaking, reading and writing. Games and songs are used to maximize enjoyment and make as many connections to real life situations as possible. Other activities may consist of actions, rhymes, stories, drama and some lessons may have a focus on grammar or sentence structure to extend language skills. Mime is often used to accompany new vocabulary. The emphasis of lessons is on speaking and listening so formal writing isn't the outcome of every lesson. However, when appropriate, children record written work informally in books which are passed through the years and become a portfolio of their learning. Learning may also be recorded using Seesaw.

Below is an outline of the coverage within this KS2 phase.

YEAR 3

Primary Languages Network Unit	
1. A New Start	<ol style="list-style-type: none">1. Saying and writing a greeting.2. Asking and answering the question 'how are you?'3. Saying 'my name is...' and asking someone else their name.4. Saying and remembering numbers between 0-10.5. Saying some colours.
2. Calendar and Celebrations	<ol style="list-style-type: none">1. Saying and writing some colours linked to fireworks.2. Saying, writing and remembering some days of the week.3. Understanding some months of the year.4. Reading and writing dates in French.5. Learning about Christmas celebrations in France.
3. Animals	<ol style="list-style-type: none">1. Understanding some animal nouns in French.2. Recognising animal nouns in the plural.3. To be able to say my favourite animal.4. To be able to tell someone what my favourite animal is.5. Listening and joining in a story about animals.6. Using a model to write a simple story about an animal.
4. Carnival and Numbers	<ol style="list-style-type: none">1. Learning about French traditions.2. Saying and writing some numbers between 1 and 16.3. Saying and writing some numbers up to 20.4. To be able to ask and answer, "How are you?"5. Taking part in simple dialogue about myself using familiar questions and answers.6. Understanding and using Easter vocabulary.
5. The Hungry Giant	<ol style="list-style-type: none">1. Understanding and saying some fruit and vegetable nouns.2. Recognising fruit and vegetable nouns in the plural form.3. Understanding and enjoying a story about fruits and vegetables.4. To be able to politely ask for fruits and vegetables.5. To be able to write a request.6. To create my own 'Hungry Giant' story.

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6. Going on a Picnic/Where I Live	<ol style="list-style-type: none">1. Understand and name some picnic food and drink.2. Listen to and join in with a story about going on a picnic.3. Creating my own picnic story.4. Using the verb phrase, "I live in..."5. Asking the question, "Where do you live?" and answering, "I live in..." in French.6. Creating a simple conversation.
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YEAR 4

Primary Languages Network Unit	
1. Welcome to School	<ol style="list-style-type: none">1. Asking and answering several questions about myself.2. Recalling and saying classroom commands.3. Saying and reading some numbers between 0 and 20.4. Remembering days and months in French.5. Saying and writing the names of rooms in my school.6. Saying and writing nouns for classroom objects.
2. My town, your town	<ol style="list-style-type: none">1. Writing my own fireworks poem.2. Saying and understanding classroom commands.3. Using classroom commands to program a robot.4. Saying and writing some places in town.5. Asking "where is...?" and answer with "here is..." + place.6. Understanding more nouns of shops in French.
3. Alien faces and family	<ol style="list-style-type: none">1. Learning about Epiphany celebrations in France.2. Learning some nouns for family members.3. Writing some personal information about a family member.4. Understanding and saying some parts of the face.5. Understanding simple sentences using numbers and parts of the face.6. Writing some simple sentences to describe an alien.
4. Moving our bodies	<ol style="list-style-type: none">1. Saying nouns for parts of the body.2. Understanding how to use colours to describe an alien.3. Writing a description of an alien using numbers and colours.4. Joining in and creating a simple body scan sequence.5. Joining in a yoga sequence in French.6. Creating a yoga sequence in French.
5. At the doctors and jungle animals	<ol style="list-style-type: none">1. Saying why I don't feel well.2. Taking part in a roleplay at the doctors.3. Understanding some jungle animal nouns in French.4. Listening to and joining in with a story about jungle animals.5. Writing a sentence to describe a jungle animal.6. Creating my own jungle explorer story.

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6. Summertime	<ol style="list-style-type: none">1. Understanding and saying some weather phrases.2. Giving a weather forecast.3. Taking part in a survey about favourite ice creams.4. Saying which ice cream I like and dislike.5. Taking part in an 'at the ice cream van' roleplay.
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YEAR 5

Primary Languages Network Unit	
1. Me and my friends	<ol style="list-style-type: none">1. Understanding some adjectives to describe my feelings.2. Be able to answer the question 'How are you?' in more detail.3. Saying extended sentences about how I'm feeling.4. Saying important things about someone else.5. Saying if I like or dislike a school subject.6. Giving an opinion about school subjects.
2. Time in the city	<ol style="list-style-type: none">1. Understanding some facts about the capital city of France.2. Asking for an entrance ticket.3. Giving and understanding simple directions around the city.4. Seeing and writing a description of the city.5. Buying a souvenir and ask for the price.6. Describing a festive jumper.
3. At the market	<ol style="list-style-type: none">1. Naming some fruits and vegetables.2. Taking part in a class survey about fruits and vegetables.3. Counting in 10s up to 100 in French.4. Asking for and giving the price of fruits and vegetables.5. Taking part in a simple shopping conversation at the market.6. Understanding and using some simple recipe instructions.
4. Clothes	<ol style="list-style-type: none">1. Naming items of clothing.2. Using adjectives of colour to describe clothes.3. Identifying parts of the verb 'to wear' in French.4. Describing an outfit, including colours.5. Learning vocabulary relating to carnival outfits.6. Understanding a description of a carnival outfit.
5. Out of this world	<ol style="list-style-type: none">1. Filling out an ID card.2. Asking and answering several questions about myself.3. Using adjectives to describe planets.4. Reading and understanding a story about planets.5. Recalling and using familiar vocabulary.6. Creating a poster about an imaginary planet.

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6. Going to the seaside	<ol style="list-style-type: none">1. Saying what items I take to the beach.2. Understanding persuasive sentences about visiting the seaside.3. Creating a spoken advert about visiting the seaside.4. Creating a leaflet about visiting the seaside.5. Creating extended sentences about the seaside.6. Writing several sentences about visiting the seaside.
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YEAR 6

Primary Languages Network	
1. This is me	<ol style="list-style-type: none">1. Recalling information to talk about myself and my feelings.2. Understanding and using adjectives to talk about my personality.3. Recalling how to describe hair and eye colour.4. Reading and understanding a text about my personality and my physical appearance.5. Writing a text about my personality and appearance.6. Understanding and singing along with a rocket song.
2. Homes and houses	<ol style="list-style-type: none">1. Describing a house.2. Reading and understanding descriptive sentences.3. Using adjectives to describe rooms in the house.4. Understanding new nouns and using them to play a game.5. Creating a story.6. Using prepositions to say where things are.
3. Playing sport	<ol style="list-style-type: none">1. Understanding and remembering some sport nouns in French.2. Talking about sports I like and dislike.3. Creating extended sentences about sports including an opinion.4. Understanding parts of the verb 'to play' (jouer)5. Understanding a description of a sport using simple sentences.6. Describing a sport using simple sentences.
4. My best day ever	<ol style="list-style-type: none">1. Talking about funfair rides I like and dislike.2. Creating extended sentences about funfair rides.3. Talking about my daily routine.4. Understanding how to tell the time in French.5. Understanding a description of a typical day at the funfair.

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	6. Describing a typical day at the funfair.
5. Café culture	<ol style="list-style-type: none">1. Saying some nouns for French café food.2. Expressing opinions about food and drink.3. Creating my own café menu.4. Politely ordering food and drinks.5. Understanding a café conversation.6. Creating a café conversation.
6. Let's celebrate	<ol style="list-style-type: none">1. Understanding a text in French covering a variety of topics.2. Saying several sentences about myself in French.3. Creating a presentation about myself in French.4. Understanding and creating a recipe for a mocktail in French.5. Understanding vocabulary about nature for a scavenger hunt.6. Applying language skills to learn another language.

ASSESSMENT AND RECORD KEEPING

We informally assess the children in order to ensure that they make good progress in this subject. This is done informally during the lessons in order to evaluate what the children have learned. Assessment is in four key areas:

- listening and responding
- speaking
- reading and responding
- writing

MONITORING AND EVALUATION

The MFL Subject leader monitors the planning and the delivery of French. Findings are shared with the SLT. This includes drop-ins, discussions with pupils and staff, questionnaire responses and pupil workbooks.

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Subject Leader: Lauren Maskery