



French Curriculum Policy

Date Reviewed:	06.06.2026
Next Review Date:	06.06.2027
Policy Owner:	Cecile Ellis
Ratified:	Annually at Full Governing Board

Date	Amendment	Staff Member

Mission Statement

We are committed to providing a supportive, enjoyable and family style environment in which every child is nurtured and encouraged to achieve their potential through a broad-based curriculum and opportunities for developing sporting, dramatic, artistic and musical talents.

Statement of Aims & Objectives

- To enable each child to fulfil their own academic and personal potential.
- To instill in every child the importance of developing personal initiative and to foster in them a belief that they can fulfil their potential in any area of school life.
- To provide a broad-based academic and extra-curricular education that is delivered in such a way as to satisfy the learning needs of each and every pupil.
- To help each pupil to develop both a set of values and an understanding and appreciation of other religious beliefs.
- To learn the difference between right and wrong and to appreciate that rights and responsibilities are equally balanced.
- To develop and promote a sense of caring and community between the pupils within the school and the wider community as a whole.
- To instill in each pupil a high degree of self-respect and respect for their fellow pupils, teachers and other adults.
- To prepare each child for the transition to the next stage of their education and to be able to take advantage of any opportunities as they present themselves.



Oakhyrst Grange School

Safeguarding

Oakhyrst Grange School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. At this school we respect and value all children and are committed to providing a caring, friendly and safe environment for our pupils so that they can learn in a relaxed and secure atmosphere. We believe that every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Oakhyrst Grange School. We recognise our responsibility to safeguard all who access school and promote the welfare of all of our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. This should be read in conjunction with the Safeguarding Policy.

All staff will be asked to complete training annually following KCSIE updates. Further safeguard training will take place throughout the year. All staff must wear their lanyards at all times.

The Safeguarding governor is: Pauline Clark Pauline.clark@oakhyrstgrangeschool.co.uk

DSL: Roxann Dowling (Head of EYFS)

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1. Rationale

The MFL policy at Oakhyrst Grange School is designed to reflect the primary MFL entitlement as defined in the *National Curriculum Programme of Study*. The key elements of primary languages learning at Oakhyrst Grange School are:

- it is inclusive
- it is taught as a coherent programme from Reception to year 6
- it is designed to make learning a language an accessible and enjoyable process in which all pupils can participate and achieve.
- it is part of a broader curriculum involving language and culture

The skills, knowledge and understanding gained through learning a new language 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. Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children's ideas in this area as well as giving them a new perspective on their own language.

2. Aims and objectives

Language teaching aims to provide opportunities for the children to:

- explore another language in a way that is enjoyable and productive
- express themselves creatively and imaginatively in another language
- develop their speaking and listening skills
- apply and develop their knowledge of languages and language learning
- explore how their knowledge of English grammar and spelling can be applied to another language
- explore and apply strategies to improve their learning
- explore their own cultural identities and those of others
- gain pride and a sense of achievement

3. Current provision

All pupils from Reception upwards receive a 40 min lesson of French per week. The lessons are delivered by a part-time specialist teacher who is also MFL coordinator.

In addition, the school offers two lunchtime Linguistic clubs for KS1 and KS2. A fee is payable for these clubs.

4. Cross-curricular links

Opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas can be exploited through:

- aspects of **literacy** such as speaking and listening skills, knowledge and understanding of grammatical structures and sentence construction



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- aspects of **grammar and phonics** the similarities and differences between French and English
- aspects of **spelling** as the learning of another language reinforce the knowledge of the prime language through reading, translation and grammar
- aspects of **numeracy** such as counting, calculations, money, the time and the date
- aspects of **music** such as learning traditional and modern French songs
- aspects of **PSHE** such as international or multi-cultural work, for example celebration of festivals and story telling
- aspects of **ICT**, for example materials from the internet and use of online language games and electronic books
- aspects of **art** – French artists such as Matisse and Monet and other artists from other countries: Picasso, Miro
- aspects of the **geography** and **history** of France and other countries.

5. Inclusion

The provision of MFL is inclusive, and aims to provide equality of opportunity for all children. In planning to meet the varied needs of pupils, the *National Curriculum Languages Programme of Study* objectives are adapted to support the learning of individual children. Children for whom English is a second or additional language contribute to the inter-cultural understanding of their fellow pupils and are encouraged to take pride in, and share their language skills

6. Teaching and learning style

Teaching is based on the National Curriculum's Key Stage guidelines for modern foreign languages.

A variety of language teaching methods is used, to accommodate children with different learning styles. There is an emphasis on the importance of communication in the language as a central component of learning as well as a desired outcome. Children are also encouraged to think about piecing together parts of the language jigsaw to extend their range of communication. This is achieved by:

- providing enjoyment and stimulation through games, songs, puppets, mime drama and stories
- supporting learning through regular and familiar routines.
- using familiar language in a variety of contexts.
- making use of and developing communication strategies including the use of ICT
- ensuring opportunities for children to interact with the target language and with other people through the target language
- exposure to the new language in order to assimilate new sound patterns and to relate them to words and meanings using a range of resources including ICT.

7. Resources



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Resources include:

- Linguascope subscription, which pupils can also access at home, for a variety of interactive and paper-based resources
- Various songs, videos and interactive games freely available from internet sites.
- A set of French/English dictionaries
- A range of texts in French in the French classroom
- A comprehensive range of powerpoint presentations, printed materials and concrete support materials devised and curated by the MFL Co-ordinator.

9. Assessment

In line with the assessment policy within the school, children are encouraged to understand their learning needs and progress. The four National Curriculum attainment targets for MFL are:

- AT1: Listening and responding to the language
- AT2: Speaking the language
- AT3: Reading and responding to the language
- AT4: Writing the language

Children are assessed on an informal on-going basis through lessons and with regular tests in Y5 and Y6. In the summer term they are assessed against the descriptors in the *Languages Ladder*, a nationally recognised scheme for assessment of achievement in language. Work is on-going to develop a more detailed system of progress tracking which will be used in tandem with the language ladder.

10. Monitoring

This policy and the delivery of MFL at Oakhyrst Grange School will be kept under review by the Headteacher, the Deputy Head and MFL Co-ordinator.

This Policy is subject to regular review.