



MODERN FOREIGN LANGUAGE POLICY



Policy Updated: September 2026

Future Review: September 2029

Author: Mrs S Bunting and Mrs E Brown

Committee: LGC

Version: 1.2



*"Small school, big hearts.
Wise, responsible, kind like the Good Samaritan."*

Our Mission Statement

We are a caring, village school which promotes Christian values, where each child receives a high standard of education that is broad, challenging, exciting and encourages creative thinking. We encourage every learner to be the best they can be, to reflect and plan the next steps in their learning journey, demonstrating a respect towards others and contributing to the communities of which they are a part.

Our Vision

Our vision is to nurture unique individuals who are outstanding learners, demonstrating wisdom, responsibility and kindness within their communities. Using the Good Samaritan as our role model, we know that loving others as we are loved is upmost for happy, healthy lives.

Values

Wise - we think wisely and are committed to learning. We relish and retain knowledge and value high standards. We have high expectations, high aspirations and enjoy challenge. Like the wise man who built his house upon the rocks (Matthew 7), we think creatively and use learning to make good decisions. We have firm foundations for our lives.

Responsible – we are responsible for ourselves – our well-being, our behaviour and our learning. We strive to be the best people we can be and the best person for others. We have a responsibility to others inside and out of school and at times need to be patient, tolerant and courageous in demonstrating this. As Noah had to step up when God asked him to, so must we. We are a school family whose strength is in our ability to work together. We know that perseverance and hard work will bring reward and that resilience is about coping with challenges positively.

Kind - we are kind. Through support, nurture and understanding we all flourish. Each one of us is unique – on the outside and inside. We value diversity and respect difference. There are hundreds and thousands, millions of us but God knows everyone and God knows me!

Curriculum Intent

Our curriculum is designed around our Christian values. Each term, we focus on 2 values across the school and develop a working understanding of them through our choice of texts and foundation subject learning, embedding reading and maths at the core. Our approach is to deliver learning which excites and inspires, provides opportunity for recap and challenge, raises questions for debate, develops learners' confidence and enables independent learning to flourish. High standards, collaboration and valuing individuals' well-being is at the heart of this process. We believe that how we teach is as important as what we teach and that enrichment experiences are an entitlement. We want our curriculum to enable our children to be wise, responsible and kind in line with our school core values.

Rationale

We believe that learning a foreign language provides a valuable educational, social and cultural experience for our pupils. It develops communication skills, particularly speaking and listening, and helps children to develop an understanding of how languages work. Learning about other languages and cultures also encourages curiosity, broadens children's understanding of the world and helps them to appreciate different cultures and perspectives.

At Buckland, French is our chosen modern foreign language. Children are introduced to French from the EYFS, where learning is informal, engaging and largely focused on listening, speaking, songs, rhymes and simple vocabulary. This early introduction helps children to become familiar and confident with the sounds and patterns of another language and provides a strong foundation for the progressive teaching of French as children move through the school.

Intent

At Buckland CE Primary School, our intention is to develop children's confidence, curiosity and enjoyment in learning another language. Through learning French, children develop their ability to listen attentively, speak with increasing confidence and accuracy, read and understand familiar language and communicate ideas in writing. They develop an understanding of French vocabulary, phonics and grammatical structures, building on prior learning as they progress through the school. Alongside language development, children learn about French-speaking cultures and develop an appreciation of different languages, cultures and perspectives. Our curriculum provides firm foundations for further language learning at Key Stage 3 and beyond.

Objectives

- To foster an interest in and enjoyment of language learning through experiences that are engaging and accessible to all pupils.
- To develop children's confidence in listening and responding to spoken French and in speaking with increasing accuracy and fluency.
- To develop children's ability to read and understand French and to communicate ideas in writing.
- To develop an understanding of French vocabulary, phonics and grammatical structures.
- To encourage curiosity about language and an understanding of how languages work.
- To develop children's awareness and appreciation of different cultures and perspectives.
- To provide a progressive curriculum which builds on prior learning and prepares children for further language study at Key Stage 3.

Speaking and listening

Speaking and listening are central to language learning. Children are given regular opportunities to hear, practise and revisit spoken French, developing increasing confidence, accuracy and fluency.

The children will learn to:

- listen carefully and recognise sounds and patterns in spoken French;
- understand and respond to familiar words, phrases, questions and instructions with increasing confidence and accuracy;
- join in with songs, rhymes, games and stories to practise pronunciation and develop fluency;
- take part in conversations at an appropriate level, asking and answering questions and expressing simple opinions and ideas;
- develop increasingly accurate pronunciation and intonation.

Reading and writing

Children develop their reading and writing skills progressively, building on the vocabulary, sounds and structures they encounter through spoken French.

Children will learn to:

- recognise and understand familiar written words and phrases;
- make links between sounds and spelling patterns in French;
- read a range of familiar words, phrases and simple texts with increasing confidence;
- use their developing knowledge of vocabulary and grammar to understand written French;
- write familiar words and phrases accurately, initially with support and increasingly from memory;
- construct sentences and short texts, adapting familiar language to communicate their own ideas.

Teaching and learning

French is introduced informally in the EYFS and Key Stage 1 through songs, rhymes, games and simple spoken language. This early exposure develops children's enjoyment of language learning and familiarity with the sounds and patterns of French. In Key Stage 2, French is taught through regular, dedicated lessons using the Primary Languages Network scheme of work, which supports a structured and progressive approach to meeting the requirements of the National Curriculum.

Learning builds cumulatively over time, with vocabulary, phonics and grammatical structures regularly revisited and extended. Children are given frequent opportunities

to listen to and speak French, alongside developing their reading and writing skills. Retrieval and repetition are used to help children remember and apply previously learned language with increasing independence.

Where appropriate, French is reinforced beyond dedicated lessons and links are made with other areas of the curriculum. Children are also encouraged to use familiar French naturally within school life, helping to develop their confidence and enjoyment in using another language.

Inclusion

French teaching at Buckland CE Primary School is inclusive and accessible to all pupils. Teaching is adapted to meet the needs of individual learners, including pupils with SEND and those with English as an additional language. Teachers use appropriate scaffolding, modelling, repetition, visual prompts and opportunities for rehearsal to enable all children to participate successfully. Where appropriate, reasonable adjustments and additional support are provided, while maintaining high expectations for all pupils.

Planning and resources

French is planned in line with the National Curriculum for Languages at Key Stage 2. The school uses the Primary Languages Network scheme of work to support a structured and progressive approach to teaching and learning. Planning ensures that children build systematically on prior learning, with regular opportunities to revisit and retrieve previously taught vocabulary, phonics and grammatical structures. Appropriate resources, including visual, audio and digital materials, are used to support teaching and enable children to hear and engage with authentic spoken French.

Monitoring progress and assessing attainment

Assessment in French is primarily formative and is used to support teaching and inform future planning. Teachers assess pupils' understanding through observation, questioning, discussion and their spoken and written work. Regular retrieval and opportunities to revisit previous learning help teachers to identify what children know and remember and where further support or practice may be needed.

Progress is considered across the key areas of:

- Listening
- Speaking
- Reading
- Writing

Assessment information is used to adapt subsequent teaching and ensure that pupils build securely on their prior learning.

Links outside school

Where appropriate, children are given opportunities to enrich their language learning beyond the classroom. They are encouraged to share their own experiences of different languages and cultures, and opportunities are taken to engage with visitors, wider school links and appropriate resources to deepen their understanding of French-speaking countries and communities.