

St Joseph's Catholic Primary School

Mater Christi Multi Academy Trust



At St. Joseph's Catholic Primary School, we believe that every child is a unique creation of God. We promote respect and care for one another following in the footsteps of the family Jesus wants us to be. Caring for one another is at the centre of our school life. We promise to provide educational opportunities and experiences to enrich the learning and well-being of the children by following the teaching of Jesus Christ. Our school values its partnership with the Parish community and MAT, together enabling our children to become rounded, confident individuals, with an understanding of Gospel values as preparation for the world of work and life.

Modern Foreign Languages Policy

Rationale

At St Joseph's Catholic Primary School, we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop their ability to communicate, including key skills of speaking and listening and extends their knowledge of how language works. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life.

Learning another language gives children a new perspective on the world and finds itself wholly aligned to our mission statement and Gospel Values which permeate all aspects of school life.

All Key Stage 2 pupils are entitled to foreign language learning in school time. We recognise the value of this initiative and will provide age-appropriate learning opportunities for all children in Years 3 – 6. We will also, where possible, introduce Key Stage 1 pupils to the language through classroom routines and songs. The focus language taught in our school is French.

Aims and Purpose of MFL Education

MFL education aims to develop pupils' interest in language learning and to equip them with the skills and knowledge needed to communicate effectively in another language. Through an engaging and inclusive approach, pupils gain confidence, curiosity and a broader understanding of the world.

Unity Across the Curriculum

MFL supports wider curriculum learning by:

- Developing oracy and literacy, strengthening listening, speaking, reading and writing skills that also support first-language development.
- Reinforcing understanding of phonics, grammar and vocabulary, helping pupils recognise patterns and structures in language.
- Contributing to learning in subjects such as geography, history, music and PSHE through cultural themes, stories, songs and traditions.
- Building transferable skills including memory, concentration, active listening and confidence in communication.

Sequenced Learning and Progression

MFL learning is carefully structured to ensure clear progression:

- Pupils begin by listening attentively and identifying sounds that are similar to or different from English.
- Speaking skills develop from repetition and simple responses to confident participation in conversations, songs and presentations.
- Reading and writing progress from recognising grapheme–phoneme correspondences to independently writing sentences and short texts from memory.
- Knowledge and skills are revisited and reinforced regularly, supporting long-term retention and fluency.
- This progression lays secure foundations for future language study.

Purposeful Language Learning

MFL education:

- Encourages curiosity, enjoyment and creativity, making language learning accessible to all pupils.
- Enables pupils to express opinions, feelings and ideas with increasing confidence and accuracy.
- Prepares pupils for continued language learning beyond the primary phase.
- Provides an additional perspective on how language works, supporting metalinguistic awareness.

Intercultural Understanding

Through MFL, pupils learn to:

- Explore the everyday life of children in countries where the language is spoken.
- Identify similarities and differences in customs, traditions, stories and celebrations.
- Understand how symbols, products and cultural practices represent different societies.
- Recognise and challenge stereotypes, developing respect for cultural diversity and global citizenship.

Organisation and methodology

French is taught through a carefully sequenced curriculum that builds pupils' knowledge over time. Learning is organised into structured units that revisit key vocabulary, phonics and language structures through regular practice and retrieval. Lessons prioritise oracy, with reading and writing introduced progressively to support confidence and fluency. A range of engaging strategies, including modelling, repetition and visual support, are used to ensure all pupils can access and succeed in language learning.

The Contribution of Geography to Teaching in Other Curriculum Areas

Languages embedded into other lessons

Where appropriate, teachers give children opportunities to practise their foreign language in the context of lessons in other subject areas. For instance, some instructions may be given in another language; or children may count in another language while carrying out a numeracy activity. This acts to reinforce the vocabulary and structures they have learned.

'Incidental' language

Languages are part of the day to day life of the school. For example, teachers use the foreign language to give simple classroom instructions ('come in quietly'; 'listen'; 'look'), to ask questions ('who wants school dinner?'; 'what's today's date?') and to take the register. Children are encouraged to respond using the language they have learned, and sometimes teachers and pupils develop new language skills together, teachers acting as role models in the learning process.

This integrated approach is a strong model for teaching and learning, giving children opportunities to use and develop their language for communicating in stress-free real-life contexts.

Monitoring, Assessment and Review

Opportunities to monitor pupils' progress are embedded throughout the curriculum. Assessment is predominantly formative and is used to support teaching and learning, inform future planning and ensure pupils make secure progress over time. Teachers assess learning through regular observation of pupils engaging in a range of activities and, where appropriate, through written outcomes. For reporting purposes, pupils' attainment in listening, speaking, reading and writing is evaluated against progressive expectations, ensuring consistency and clarity in assessment.

Inclusion

Equal Opportunities

Primary Languages teaching is fully inclusive. No child is excluded by reason of a learning difficulty, or because they have English as an additional language. Experience has indeed shown that such children can derive particular benefit from taking part in Primary Languages learning activities in which they may be less disadvantaged than in other areas of the curriculum.

Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. Work is adapted as appropriate to the needs of individual children. Pairs and groups for collaborative work may be made up in different ways, depending on the task.

Adaptation

At our school, we teach French to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our French teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. We use a range of strategies to support pupils.

Reviewed policy:	December 2025
Policy to be reviewed again on:	September 2026