

# Modern Foreign Languages (MFL) Policy

CREATE Federation of Schools: Taddington

## Intent

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At the CREATE Federation, our intent for the MFL curriculum is to establish a clear and progressive understanding of French across the school. We recognize that many of our pupils have limited exposure to foreign languages outside of the classroom; therefore, our curriculum is designed to build from the absolute basics, ensuring a firm foundation for all learners.

Our key objectives are:

- To foster a sense of **passion, curiosity, and confidence** in language learning.
- To ensure children are prepared for **Key Stage 3 (KS3)**, meeting the requirements of our secondary feeder schools.
- To support staff through structured programs and vision-led curriculum planning.
- To strengthen pupils' sense of identity by exploring cultural similarities and differences.

## Implementation

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### Curriculum Delivery

We utilize **Twinkl PlanIt French** as our primary resource to ensure full coverage of the National Curriculum. This provides a carefully sequenced approach through long-term, medium-term, and weekly plans. As we do not currently have specialist language teachers, these structured programs empower all staff to deliver high-quality MFL lessons regardless of their personal language proficiency.

### Pedagogical Progression

- **Lower KS2 (Year 3/4):** Emphasis is placed on acquiring basic skills with a heavy focus on **Speaking and Listening**. Children explore patterns and sounds through songs and rhymes.
- **Upper KS2 (Year 5/6):** Skills are embedded and further developed alongside **Reading and Writing**. Pupils progress toward more complex language concepts and greater learner autonomy.
- **Inclusion:** Lessons are interactive, incorporating singing, games, and varied activities to support all children, including those with SEND.

### International Connections

To provide a real-world context, the school maintains a link with a French partner school (*Chemin des Hayettes, Amiens*). Pupils collaborate on projects using eTwinning, sharing photographs and videos to experience authentic life in a French school.

Term	Unit & French Phrase	Key Learning Objectives
<b>Cycle A</b>		
Autumn 1st	Getting to Know You ( <i>Enchanté</i> )	Introduce oneself, basic greetings, and ask/answer name/age.
Autumn 2nd	All About Me ( <i>Tout sur moi</i> )	Identify body parts and describe personal characteristics/feelings.
Spring 1st	Family and Friends ( <i>Ma famille</i> )	Identify family members and pets using possessive adjectives.
Spring 2nd	All Around Town ( <i>En ville</i> )	Name places in a town and understand simple directions.
Summer 1st	Where in the World? ( <i>Le monde</i> )	Identify French-speaking countries and use compass points.
Summer 2nd	Holidays & Hobbies ( <i>Les loisirs</i> )	Discuss leisure activities and holiday preferences.
<b>Cycle B</b>		
Autumn 1st	Food ( <i>La nourriture</i> )	Categorize food items; express likes/dislikes ( <i>J'aime/Je n'aime pas</i> ).
Autumn 2nd	Shopping ( <i>Faire les courses</i> )	Role-play shopping transactions and use currency vocabulary.
Spring 1st	Time ( <i>Quelle heure est-il?</i> )	Tell the time (hour/half-hour) using the 12-hour clock.
Spring 2nd	School Life ( <i>La vie scolaire</i> )	Name school subjects and describe the classroom environment.
Summer 1st	On the Move ( <i>En route</i> )	Identify modes of transport and travel verbs.
Summer 2nd	All in a Day ( <i>Une journée</i> )	Describe daily routines and use basic reflexive verbs.

## 2-Year Rolling Programme: Units and Objectives

### Impact

The impact of our curriculum is that children understand the relevance of what they are learning and how it relates to everyday life and travel. Progress is evidenced through:

- **Portfolios:** Basic theme-related tasks recorded in French books to track skill acquisition.
- **Formative Assessment:** Ongoing informal assessment during lessons to track vocabulary acquisition and confidence.
- **Monitoring:** Regular reviews by the Subject Lead and Head Teacher to evaluate curriculum reach and pupil progress.