Inspire Education Community Trust



Modern Foreign Language Policy

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Signed	Shaukat Islam

Contents:

Statement of intent

1. Legal framework
2. Aims
3. Objectives
4. Teaching and Learning
5. Adaptation and inclusion
6. Assessment
7. Roles and responsibilities
8. Equal opportunities
9. Monitoring and review
10. Evaluation/review

Statement of Intent

At Inspire Education Community Trust we believe that the learning of a modern foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others.

Legal Framework

This policy has due regard to statutory legislation and guidance to the following:

DfE (2013) National curriculum in England: languages programme of study - key stage 2

Aims

- To develop pupils' communication and literacy skills.
- To develop linguistic competence, extend pupils' knowledge of how language words and explore differences and similarities between Italian, Spanish and English.
- To enhance pupils' awareness of the multilingual and multicultural world they live in and to introduce and international dimension to their learning, giving them an insight into their own culture and those of others.

Objectives

A) Speaking and listening

The children will learn to:

- Listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English.
- Understand and respond with increasing competence, accuracy and confidence in a range of situations.
- Join in songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way.
- Take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings.
- Memorise and recite short texts, and prepare and give a talk on a familiar subject confidently and with regard for the audience.

B) Reading and writing

The children will learn to:

- Remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities.
- Read stories and rhymes for enjoyment and to gain awareness of the structure of the written language.
- Read, copy, and write independently familiar words and simple phrases in context e.g. classroom items, display labels, weather chart, date etc.
- Write sentences and short texts independently and from memory.

C) Intercultural understanding

The children will learn to:

- Describe the life of children in the countries where the language is spoken
- Identify similarities and differences in everyday life, social conventions, traditional stories and celebrations.
- Recognise how symbols, products, and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others.

Teaching and learning

The focus language taught in our school is French. Children in Key Stage 2 (Years 3-6) will all learn French on a weekly basis. Work is mainly oral, but an increasingly number of reading and writing tasks are included as pupils progress through Key Stage 2. On occasion, pupils are recorded on audio and video. At Inspire Education Community Trust we use the Rising Stars Eurostars scheme of work.

1. Language lessons

Children are taught specific skills, concepts and vocabulary in weekly dedicated lessons with the class teacher.

2. Incidental language

Where appropriate, teachers give children opportunities to practice their foreign language in the context of other areas. For instance, children may count in another language whilst carrying out a numeracy activity or give a greeting in French during registration. This acts to reinforce the vocabulary and structures they have learned.

3. Cross-curricular opportunities

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

Adaptation and inclusion

KS2 pupils at Inspire Education Community Trust are taught French. It forms part of the trust's policy to offer a broad and balanced education for all children. Appropriate learning opportunities are offered and support given, taking into account the pupils' ability.

Assessment

Children will be assessed informally during the lessons, evaluating progress against the four national Attainment Targets of:

1. Listening and responding.

2. Speaking

3. Reading and responding.

4. Writing.

Most assessment is formative and is used to support teaching and learning and inform future planning. Informal comments on their progress will be made in end of year reports to parents.

Roles and responsibilities

The languages subject leader will:

- Manage the implementation of the school policy and updating it.
- Review the scheme used (currently Rising Stars Eurostars) to monitor effectiveness
- Order, update and allocate resources.
- Identify needs and arrange in school training so that all staff are confident in using languages within the classroom.
- Keep up to date with new curriculum developments and communicate it to staff.
- Take an overview of the planning to ensure that there is continuity between year groups and that progression is taking place.

Class teachers will:

- Allow for incidental use of French within their learning environments.
- Provide feedback to the languages' leader indicating resources and training needs.
- Reinforce the weekly languages teaching within the classroom.

Equal opportunities

Pupils will be given equal access to the MFL curriculum and pupils with SEND will be supported to take part in whole-class lessons wherever necessary. Reasonable adjustments and additional support will be provided in collaboration with the school SENCO, pupils, parents and other relevant professionals.

Teaching staff will have high but reasonable expectations for pupils with SEND and will not take the view that some pupils are unable or unlikely to succeed in MFL.

Where it is inappropriate for a pupil to participate in a specific lesson because of reasons related to any protected characteristics, the lesson will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

Monitoring and review

Monitoring will be carried out by the languages' leader in the following ways:

- Informal discussion with staff and pupils.
- Delivery of planning and lesson observations.
- Learning walks.

Feedback will be provided to staff following monitoring and will be used to inform CPD needs.

Evaluation/review

This policy is a practical, working document for the teaching of French at Inspire. It is therefore subject to an annual review in light of monitoring and changes to national guidance.