



SUTTON CE (VC) PRIMARY SCHOOL

**Modern Foreign
Languages
*French and Spanish***

November 2025

Introduction

This policy outlines the intent, implementation and impact of the Modern Foreign Languages (MFL) curriculum at Sutton CE (VC) Primary School. It is informed by the **National Curriculum in England: Languages Programme of Study (Key Stage 2)** (DfE, 2013), the **Ofsted Education Inspection Framework**, and the broader goals of providing pupils with a rich, culturally aware, and skills-oriented education.

Philosophy

The teaching of languages at Sutton CE (VC) Primary aligns with the statutory expectations and ethos defined by the National Curriculum:

"Learning a foreign language is a liberation from insularity and provides an opening to other cultures..." (DfE, National Curriculum, 2013)

Through this policy, the school aims to nurture global citizens who understand and respect linguistic and cultural diversity, contributing to their SMSC (spiritual, moral, social and cultural) development.

Aims

The principal aims for MFL at Sutton CE (VC) Primary School are aligned with the National Curriculum purpose of study and seek to enable pupils to:

- Understand and respond to spoken and written language from authentic sources.
- Speak with increasing confidence, fluency and spontaneity.
- Improve pronunciation and intonation.
- Write at varying length for diverse purposes with appropriate grammatical accuracy.
- Appreciate a range of literary and non-literary texts in the target language.
- Develop intercultural understanding and global awareness.
- Develop a solid foundation that supports future language acquisition in secondary education.

Intent

Curriculum Design

- French is taught in **Years 3 and 4**; Spanish is taught in **Years 5 and 6**.
- EYFS and Key Stage 1 promote Intercultural Understanding through exposure to languages and multicultural experiences.
- The scheme of work is adapted from **Language Angels**, ensuring alignment with national expectations and progression across year groups.



Foundation for Language Learning

- Encourages pupils to recognise patterns in language.
- Develops listening, speaking, reading and writing skills in a sequenced, progressive model.
- Embeds grammatical concepts appropriate for KS2.
- Promotes lifelong language learning.

Cultural Capital and Inclusion

- Emphasises cultural knowledge, traditions, and geography of French- and Spanish-speaking countries.
- Includes celebration of languages through events, displays, worship and links with local secondary schools.
- Supports inclusion by differentiating content and pedagogy to meet the needs of EAL, SEND and disadvantaged pupils.

Implementation

Teaching and Learning

- MFL taught through **weekly 30-minute sessions**.
- Lessons include structured speaking, listening, reading, and writing activities.
- Embedded use of technology (e.g. interactive games, audio tools) to support pronunciation and engagement.
- Lessons are taught mostly by class teachers with guidance and support from the MFL Subject Leader.
- Use of songs, role-play, practical dialogue and storytelling for immersive learning.

Assessment

- Ongoing **formative assessment** conducted by teachers to inform lesson planning and differentiation.
- Monitoring of progress through observation, verbal feedback, written work and informal recording.
- Pupils' development tracked against age-related expectations based on the Language Angels assessment framework.
- Opportunities for peer- and self-assessment to encourage metacognition and ownership of learning.

Subject Leadership and CPD

- MFL Subject Leader oversees curriculum planning, staff support, and progression monitoring.

- Regular liaison with SLT and external partners (e.g. Witchford Village College).
- CPD needs identified through learning walks, work scrutiny and staff feedback.
- Subject Leader ensures resources are current and accessible.

Resources

- Commercial schemes (Language Angels) offer a progressive curriculum.
- ICT used for access to authentic language input and interactive tasks.
- Visuals, story books, flash cards, games and practical activities used throughout.

Impact

Outcomes for Pupils

By the end of Key Stage 2, pupils will:

- Have developed a secure foundation in the basics of French and Spanish.
- Be able to engage in basic conversations, write simple texts, and understand familiar spoken and written language.
- Show curiosity and appreciation for other cultures and languages.
- Be well-prepared to continue language learning at Key Stage 3 and beyond.

Monitoring and Evaluation

- Monitoring by Subject Leader and SLT through lesson observations, learning walks, and book scrutiny.
- Pupil voice gathered to inform teaching practices and curriculum design.
- Assessment data analysed to inform improvements and ensure progression.

Equality and Inclusion

- All pupils regardless of gender, background, or learning need are given equal opportunity to experience and succeed in MFL.
- Lessons are planned with differentiation and inclusive strategies.
- Cultural inclusion is promoted through authentic materials and celebration of linguistic diversity.

Objectives

- To foster enjoyment, curiosity, and motivation for language learning.
- To enable pupils to communicate effectively and adaptively in another language.
- To build a foundational understanding of grammar, phonics and vocabulary.

- To promote wider understanding of global citizenship and empathy for other cultures.
- To prepare pupils for the expectations and rigour of language study in secondary school.

Review and Policy Development

- This policy is to be reviewed every three years or earlier if significant changes to statutory guidance or curriculum occur.
- Reviewing aligns with the cycle of the **School Development Plan** and reflects any updates from the DfE and Ofsted.

