

How we teach Modern Foreign Languages at Tudor School

TUDOR PRIMARY SCHOOL

Updated Summer 2026

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Mission Statement

Together we create a happy and caring community where all our children love to learn and want to achieve.

"Languages are an essential part of a broad, balanced curriculum. Not only do they provide an opportunity to communicate more effectively with others, they also help children to understand what it is to be a global citizen. This includes the importance of tolerance and understanding, which is crucial knowledge in today's world. "

Intent

Our aim at Tudor, which is at the heart of the programme of study for KS2, is to develop an enthusiastic and positive attitude to other languages and language learning. We hope to encourage a life-long learning of languages among our pupils in order to enhance their understanding of the world. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

We believe that to accomplish this, we should help the children to do all of the following:

- familiarise themselves with the sounds and written form of a modern foreign language;
- begin to understand a new language, and communicate in it;
- make comparisons between languages;
- learn about different countries and their people, and work with materials from different countries and communities, thus increasing their awareness of other cultures;
- develop a positive attitude towards the learning of foreign languages in general;
- use their knowledge of the foreign language with growing confidence, both to understand what they hear and read, and to express themselves in different ways;
- acquire, through all of the above, a sound basis for further study at Key Stage 3 and beyond.

We also believe that positive attitudes towards MFL for children should be developed by staff who are confident in the MFL curriculum and how to deliver this in a lesson. Learning languages should be fun and engaging for all, staff as well as pupils. Where staff are less confident in their knowledge they are encouraged to admit to the class that they're on the learning journey too.

Which Languages are studied at Tudor and when?

Our chosen language of French will be taught in 30/40 minute weekly sessions across KS2. Using the Twinkl Scheme of work and resources children will develop skills through regularly taught and well-planned weekly lessons by class teachers and/or by PPA cover. Children

will progressively acquire, use and apply a growing bank of vocabulary, language skills and skills knowledge organised around age-appropriate topics.

Implementation

At Tudor primary school we use the Twinkl PlanIt scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils are expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

The intent is that all content will be continuously updated and reviewed annually, creating a dynamic programme of study that will be clearly outlined in both long-term and short-term planning. This will ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase and, in so doing, will always be relevant and in line with meeting or exceeding national DfE requirements.

The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary grammar will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas. In addition, the children will be taught how to look up and research language they are unsure of and they will have a bank of resources to help them with their spoken and written tasks going forward.

Scheme of Work

	Autumn	Spring	Summer
Year 3	Getting to know you/All About me	Food Glorious Food/ Family and Friends	Our School/Time
Year 4	All around Town/On the move	Going shopping/Where in the world?	What's the time? / Holidays and Hobbies
Year 5	Pleased to meet you/ All about ourselves	That's tasty/Family and Friends	School Life/Time Travelling
Year 6	Let's visit a French town/ Lets go shopping	This is France	All in a day (Our precious planet)

The scheme provides staff with a unit overview and individual lesson plans and resources to use for each topic. These can then be adapted by staff and coverage is shown on the year group Curriculum Maps.

Lesson Breakdown

Resources

1. O'Clock, Half Past, Quarter Past, Quarter To

Speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of telling the time.

- I can say and write a sentence to tell the time.



2. a.m. and p.m.

Describe people, places, things and actions orally and in writing, in the context of saying when things happen in a day.

- I can tell the time using French phrases to describe a.m. and p.m. times.

Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of conjugating verbs.

- I can follow a pattern to conjugate verbs.

• Individual whiteboards/paper



3. 5-Minute Intervals

Speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of telling the time.

- I can say and write a sentence to tell the time.



All in a Day:

O'Clock, Half Past, Quarter Past, Quarter to

Aim: Speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of telling the time. I can say and write a sentence to tell the time.	Success Criteria: I can say and write a sentence to tell the time - o'clock and half past. I can say and write a sentence to tell the time - quarter past and quarter to.	Resources: Lesson Pack
Prior Learning: It will be helpful if children have learned how to tell the time in English o'clock, half past, quarter past and quarter to.	Key/Use Words: Quelle heure est-il? What time is it? Il est ... heures ... minutes. (o'clock, half past, quarter past, quarter to)	Preparation: Printout: Telling the Time Loop Cards Print the differentiated Telling the Time Activity Sheets as required.
Learning Sequence		
Quelle heure est-il? What Time is it? Ensure that the children are able to tell the time in English - o'clock and half past. Use the Lesson Presentation to introduce how to tell the time - o'clock and half past, in French.		
Quelle heure est-il? Recap Recap on telling the time - o'clock and half past, with a partner.		
Quelle heure est-il? What Time is it? Ensure that the children are able to tell the time in English - quarter past/ to. Use the Lesson Presentation to introduce how to tell the time - quarter past/to, in French.		
Quelle heure est-il? Recap Recap on telling the time - quarter past/to, with a partner.		
Jouons! Let's Play! Distribute the Loop Cards. Time the children as they play the game. Repeat several times each time trying to beat their previous time. There are 24 cards in the set. LA ability children could be paired with a partner.		
Activité 1 (Don't give out!) Children complete differentiated Telling the Time Activity Sheet. Children say what the time is and show on clocks, in French.		
Children write the time - o'clock and half past, using a word bank to help.	Children write the time - o'clock, half past, quarter past/to, using a word bank to help.	Children write the time - o'clock, half past, quarter past/to, without the use of a word bank.
Task: Ask: Encourage the children to ask their partner Quelle heure est-il? across the day. Teacher also to ask the class the time throughout the day/week, especially when it is quarter past/to.		
Extension: Children create a chart about things they do across the day, draw a picture and underneath write the time in French.		
Language Notes: • The literal meaning of quarter past - 'et quart' is 'and quarter'. The literal meaning of quarter to - 'moins le quart' is 'minus a quarter'.		

Access for all

At Tudor we endeavour to ensure every child, no matter what their individual needs or barriers to learning are, has equal access to learning and the same opportunities to achieve. The curriculum is designed to be ambitious and meet the needs of all pupils. In MFL we ensure that children with additional needs are supported, and lessons are adapted to overcome possible barriers to learning in a variety of ways, including:

- Using multi-sensory approaches to teaching and learning, including the use of information and communications technology (ICT)
- Use of visual aids e.g., vocabulary mats, checklists
- Over learning
- Additional adult support
- Resources to support individual physical needs
- Use of learning partners
- Having a variety of resources and materials accessible to all
- Tasks and activities being simplified/adjusted as required
- Alternative ways to record ideas e.g., voice recorders, Clicker, Seesaw
- Scaffolding of tasks e.g., use of writing frames, question prompts

Resources

Here at Tudor it is important that staff and students have easy access to a wide range of resources.

The MFL resource Shelf (Located in the work room in KS2 building) contains:

- 15 French/English Bi lingual dictionaries
- French story Books
- Resources to support the topics.
- Sign language posters and story books.

Staff and pupils also have access to translator apps on the Ipads and Chrome books. School Membership to Twinkl to access the scheme of work resources is provided. Teachers and TAs are responsible for making resources, provided with the scheme of work, that can be used in the future to build a year group bank of resources to use with the topic.

Impact

What MFL looks Like across EYFS

'Understanding The World' and 'Communication and Language' are both areas of learning which relate to MFL. Although it is not statutory for children in the foundation stage to learn a language, we feel it is important to provide them with the opportunities to hear other languages spoken and to discover different cultures. Children take part in age appropriate British Sign Language and Makaton activities during Sign Language Week.

What MFL looks like across KS1

Although it is not statutory for children in Key Stage 1 to learn a language, we feel it is important to provide them with the opportunities to hear other languages spoken and to discover different cultures.

Some examples have been:

Answering the register in French and simple dialogue.

Cross curricular work eg. Computing, creating Matisse images

Termly French story time or rhyme time

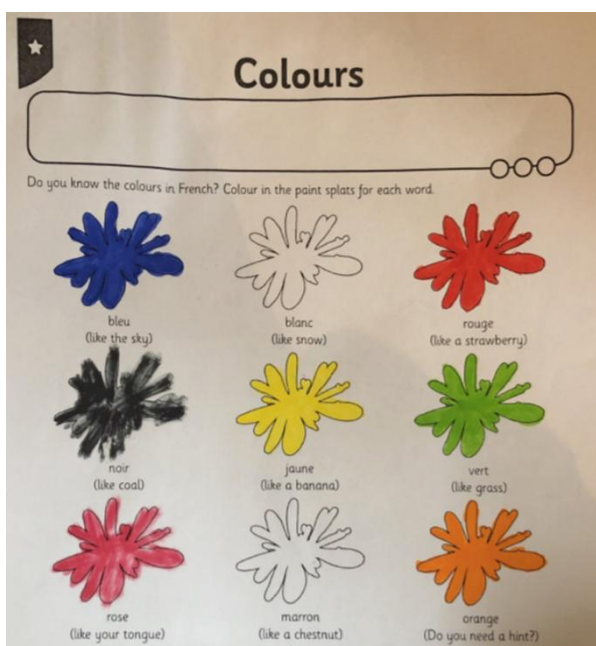
How do cultures celebrate Christmas? Greetings used at that time.

British Sign Language activities during Sign Language Week

What MFL looks like across KS2

In KS2 our lessons help children to build on prior knowledge alongside the introduction of new skills. The focus in LKS2 is to work on creating an enthusiasm for language learning through focusing on vocabulary building and oracy through songs and games.

LKS2 Examples of work

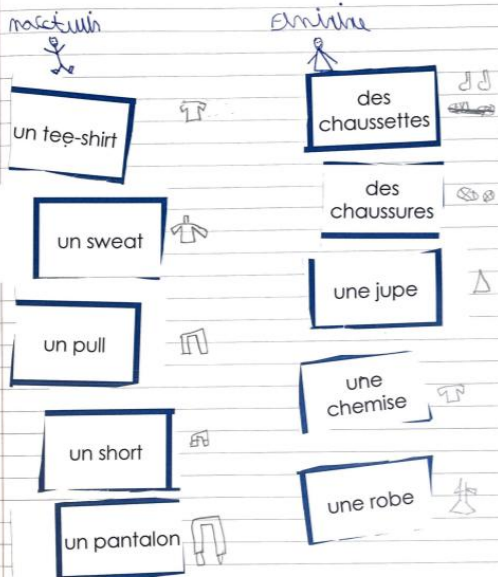


French Breakfast

Look at the items on this typical French breakfast table and the word list beneath. Can you match up the words to the correct breakfast item? Use your common sense and knowledge of English words to help. To check your answers, or if you get stuck, use the vocabulary list which follows afterwards.

1	Un pain au chocolat	6	Pain grille
2	Du lait	7	Soupe
3	Des cereales	8	Beurre
4	Un cafe	9	De la confiture
5	Un jus d' orange	10	Un croissant

- LO: To understand that nouns have different genders.
 * I can name clothes in French.
 ** I know that un and une mean masculine or feminine nouns.
 *** Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles.



jeudi 24 Février 2022

- LO: To express an opinion in French
 * I can I can ask a question to a partner
 * I can answer questions in writing sentences in French.

I can write sentence answers to a question, using quantifiers.

Write a sentence to say how you like each fruit. Use either J'aime... Je n'aime pas...
 J'aime beaucoup... J'aime un peu...

Eg. J'aime un peu les prunes.

	les pommes	J'aime beaucoup les pommes.
	les oranges	J'aime les oranges.
	les pêches	Je n'aime pas les pêches.
	les prunes	J'aime un peu les prunes.
	les bananes	J'aime un peu les bananes.
	les fraises	J'aime beaucoup les fraises.
	les poires	Je n'aime pas les poires.
	les raisins	J'aime les raisins.

UKS2 Examples of work

The focus in UKS2 is to build on the vocabulary and basic writing and grammar skills from LKS2. Children revisit topics and are supported in developing their written French work and developing a secure pronunciation of French when speaking.

Vendredi 25th Septembre 2020

- LO: To be able to name the neighbours of France
 I can name neighbours to France in French, using a dictionary for support.
 I can write a sentence using the correct form of de.

Level of support: Independent Moderate High CT TA Peer

French Neighbours

Complete the table with the names of neighbours to France.



1	2	3	4
La France	L'Espagne	Le Royaume-Uni	L'Allemagne
5	6	7	8
L'Italie	La Belgique	La Suisse	Le Luxembourg

Now write 3 sentences of your own, telling me who neighbours who?

Example:

La France est un voisin de l'Espagne.

La France est un voisin de la Suisse.

L'Italie est un voisin de la France.

La Belgique est un voisin de l'Allemagne.

Thursday 5th November Jeudi 5th Novembre

- LO: To select key words for descriptions.
 I can recall key vocabulary and apply it to my writing.
 I can select from a vocabulary bank for a particular theme.
 I can choose verbs, verbs in infinitive.
 I can use a bilingual dictionary to translate a word.

Level of support: Independent Moderate High CT TA Peer

Bonjour, Je Me Présente

I can remember appropriate language to express my ideas.
 I can select key words for descriptions.

Here is a new friend from France. He's going to tell us all about himself. Can you complete the missing phrases from the word bank?

Salut ! Je m'appelle Pierre Rameau et je suis français. J'ai 12 ans et demi. La date de mon anniversaire est le 12 janvier. J'habite avec ma famille : ma mère Elisabeth, mon père André, mon frère Louis et ma sœur Amélie. Il y a aussi mon chien et un perroquet. J'aime beaucoup faire du sport : le football et la natation mais je déteste le golf. Je suis toujours un jean, un sweat et des baskets : cool, n'est-ce pas ? À bientôt !

Word Bank

mon père	J'adore le tennis	J'ai décidé une
Je porte	Je préfère le golf	Je déteste le
J'habite à Lyon	tous les animaux	Je m'appelle

Salut

Hi! My name is Pierre Rameau and I am French. I am 12 and so half years old. My birthday is on the 12th of March. I live in Lyon with my family: my Mother Elisabeth, my father André, my brother Louis and my sister Amélie. We also have 2 cats and a parrot. I like all animals but I think dogs are very frightening. I like Sports alot. I love Tennis and I play nationally. I hate Golf.

Vendredi 8 Novembre 2019



Qu'est-ce que vous désirez boire?

Je voudrais une bouteille de coca.

Je voudrais une tasse de chocolat chaud.

Je voudrais une verre de jus d'orange.

Impact can also be measured through key questioning skills built into lessons, child-led assessment such as Learning Objectives and success criteria shared with the children and summative assessments aimed at targeting next steps in learning.

Pupil Attainment

At Tudor we assess children's progress through Sonar Assessment Tracker at the end of each term. Using Sonar Assessment Tracker, the MFL subject lead can compare classes and year groups across the school to monitor Tudor's overall progress and focus on specific groups, for example boys, girls, SEN and PPG.

During and after lesson assessment

To assess the children during or after the lesson at Tudor we use feedback sheets. These allow us to clearly assess how well the children understood the concept being taught. The sheets also allow us to evaluate the lesson and makes clear any misconceptions that can be addressed next lesson.

Class - 6Y LO - To say and write the time. Lesson Code - F

Teacher - G. Sewance Date - 24.5.22.

Objective(s) from Curriculum -

Not Begun	Working Towards	Achieved	Mastered
<i>Isabella</i> Made-Mai Harrison Absent	Zaniam Cecory Lester Isabella Bradley Junior Reece William	Rest of class.	Sophie Imogen Joseph
Presentation	Basic Skills Errors	Key Spellings	
	Cecory - doing 24 hr clock.	heures	
Evaluation:			
Lester - lacking focus Needs to complete at lunch tomorrow. ✓/✗ Some children missing out the word 'heures'. More time needed for some children to complete...			

Juniper Sonar Tracker

Tutor Primary School

Primary Summative - 2025-2026

3 Active Filters Autumn 1 Foundation Subjects

	Computing	Design and Technology	Geography	History	Languages	Music	Physical Education
B	JA	B	B	JA	B		
A	At	At	At	JA	JA		
B	B	B	B	B	B		
At	At	At	At	At	At		
A	At	At	At	At	At	JA	
A	At	At	At	At	At	At	
JA	At	At	At	At	JA	JA	
JA	At	At	JA	JA	JA	JA	
At	At	At	At	At	At	At	

The Scheme of work also provides a clear progression map to show the progression of skills and knowledge from year 3 to year 6 linked to the National Curriculum Objectives. This is used alongside the Tudor "Assessing Across the Curriculum – MFL".

End of year assessment

At Tudor summative assessment for MFL allows us to assess children at 'below ARE' (red) 'just at' (yellow), 'securely at' (light green) and 'above ARE' (dark green) level within the year group the child is in, shown on the Sonar Assessment Tracker. We are able to clearly see where that child is working at based on the evidence collected using a combination of the National Curriculum statements and the Tudor "Assessing Across the Curriculum" document.

Action Planning:

The current situation of MFL at Tudor school is one of continued progression in the quality of French being taught and learnt in the school. Children speak confidently and with enthusiasm for the subject and what they are doing in class. Teachers refer to the scheme of work and cross reference this with the National Curriculum, the Tudor "Assessing Across the Curriculum" document to ensure a thorough coverage.

There has also been a significant enthusiasm for the use of BSL and Makaton in our classes after the children took part in the national British Sign Language Week. Some thing we wish to build on further next year.

Throughout the academic year of 2025-2026 as subject lead I will continue to ensure that there is good quality French taught across KS2 and that teachers are able to clearly evidence skills and progress, through improved assessments of pupils.