

MFL Policy



St. Mary's RC Primary School

Mission Statement

We live learn and grow together with Jesus through:

- Showing love to all
- Encouraging friendship to include everybody
- Acting with honesty through prayer
- Being thankful for all God's gifts
- Remaining respectful through our actions
- Forgiving someone when they are sorry
- Displaying patience by being calm and caring
- Demonstrating compassion to everyone in God's family
- Leading in service by supporting our school community

Written by: Tracy Duckworth

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Policy will be reviewed: Annually

Aims and Objectives

In our school children are encouraged to understand the relevance of what they are learning in languages and how it relates to everyday life and travel. Also how it could help them in another country or to talk to a French speaker.

We teach a foreign language to all KS2 children as part of the normal school curriculum and in KS1 French songs are introduced throughout. We do this for several reasons. Firstly, we believe that many children enjoy learning to speak another language. Secondly, we also believe that the earlier a child is exposed to a foreign language, the faster the language in question is acquired. We also believe that it is a good idea to introduce a new language to children when they are at primary school, as they tend to be less self-conscious about speaking aloud at this stage of their development. It is widely believed that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life.

Teachers foster an enjoyment of languages through a variety of lessons including interactive, singing and outdoor lessons. Progression through a topic is evident in the development of key skills and acquisition of main vocabulary.

Evidence is kept of children's work in books, through video recordings and photos. This helps evidence to be stored and organised clearly. Feedback is both verbal and written in books, often in French, also pupil interviews are conducted to ensure there is an impact on children's outcomes and that children feel positive about languages. Data is monitored and moderated on Itrack termly; the Head Teacher and governors look at data also.

The Curriculum

Our curriculum is based on the guidance given in the revised National Curriculum and the supplementary guidance published by QCA. We apply the four attainment targets for MFL to Key Stage 2. These are:

- AT1: Listening and responding
- AT2: Speaking
- AT3: Reading and responding
- AT4: Writing

However, we do not give equal weighting to each of these skills in each unit taught. For example, in the initial stages of our teaching we place particular emphasis on speaking.

We teach the children to know and understand how to:

- ask and answer questions

- use correct pronunciation and intonation
- memorise words
- interpret meaning
- understand basic grammar
- work in pairs, and groups to communicate in the other language
- look at life in another culture
- use the non-negotiable vocabulary for each topic area
- This will be reviewed in line with new guidance in revised National Curriculum.

In order to enrich the curriculum, the whole school will celebrate European Day of Languages each year, 26th September. There will also be a lunch time French club for KS2 pupils.

The contribution of modern foreign languages to teaching in other curriculum areas

English

The learning of a modern foreign language naturally contributes to the development of children's listening and speaking skills. It also develops the children's grasp of linguistic features such as rhyme, rhythm, stress, phonics and intonation and emphasises the importance of knowing the role of different word types in sentence structure.

Mathematics

Children reinforce their time-telling skills by playing time-related games in the foreign language. We also play number games, which reinforce counting and calculation skills, expand understanding of date and increase knowledge about money.

Personal, social and health education and citizenship

Children benefit from learning foreign languages in many ways, not least of which are personal and social development. Those children who have difficulty in reading and writing, but who have good aural skills, will often find that they excel when speaking a foreign language. This success breeds confidence, which in turn increases self-esteem and gives them a more positive attitude to school in general.

Spiritual, moral, social and cultural education

By teaching a modern foreign language we contribute to the children's cultural education. They learn that many societies are multilingual. We teach them about festivals and customs related to the countries in which a particular language is spoken. We also give children the chance to hear stories set in a foreign culture. Each child also has the opportunity to correspond with a French child through exchange of letters. A residential visit also takes place every other year.

Geography

We help children to locate on a map or a globe the position of the different countries in which a particular foreign language is spoken and encourage them to research

customs and traditions associated with that country. MFL pupils likewise learn about the climate of the countries in which the language is spoken.

Music

We teach children songs in the modern foreign language – both traditional and modern – which of course helps them to develop a sense of rhythm and an ear for melody. We also play them classical music by composers from the countries in question (e.g. Saint-Saëns, Puccini and Beethoven).

History

We teach children about significant historical figures and events in the history of the countries whose language we are studying, as they arise.

Science

Children reinforce their knowledge of parts of the body through related games, such as a French version of 'Simon Says', or 'Head, Shoulders, Knees and Toes', or through related songs, such as the French-Canadian 'Alouette'.

P.E.

We teach children dances from the countries in which the foreign language is spoken, for example 'Sur le Pont d'Avignon' in the case of France.

Modern foreign languages and inclusion

At our school we teach a modern foreign language to all KS2 children, whatever their ability. A modern foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our modern foreign language teaching we provide learning opportunities which enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

We enable pupils to have access to the full range of activities involved in learning a modern foreign language. Where children are to participate in activities outside the classroom (for example, playing a playground game in a modern foreign language), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Resources

Resources have been purchased which will enable all teachers to deliver a structured programme of learning in the modern foreign language relevant to their year group. These include stories, songs and written activities e.g. quizzes. We mainly use KAPOW for French lessons and resources, and supplement this with other resources available or teacher-made.

Assessment

Knowledge Organisers will be glued into MFL exercise books at the start of each unit/topic. These will be used each lesson by pupils and teachers to review and support the learning and understanding. At the end of each topic pupils will complete the Kapow 'quiz', which will assess their learning. The assessment sheet will be glued into exercise books.

Monitoring and review

The head teacher liaises with the local secondary schools, so that they are aware of the modern foreign language experience of our children when they move to the next phase of their education.