

MODERN FOREIGN LANGUAGES (MFL) POLICY

All Saints Church of England Primary
School



Approved	Date: September 2025
Review	date: September 2026

Our All Saints family shall arise and shine for the light of The Lord is upon us.

Introduction

- The specificity of All Saints teaching of a foreign language is the inclusion of French lessons in line with the KS2 initiative [a foreign language will be a statutory subject for KS2 from September 2014].
- French at All Saints is timetabled from Year 3 to Year 6 on Tuesday and Wednesday. This provides ampler flexibility within the programme to tailor it to the needs of each phase and more opportunities to cover the required themes suggested in the Foreign Language Curriculum.
- We believe that a Modern Foreign Language prepares pupils to participate in a rapidly changing world in which work and other activities are often carried out in languages other than English. The rise of international commerce means that pupils need to be equipped with the skills needed by the international workplace. The choice of which language to teach is secondary to the lifelong language learning skills that the pupils will be encouraged to develop. Skills that they will be able access in the future will help them to learn new languages or to improve their competence in an existing language. Increased capability in the use of MFL promotes initiative, confidence and independent learning and encourages diversity within society.
- The current French subject policy has been reviewed and updated in line with the Government guidelines. Changes were made to comply with the requirements of the New National Curriculum requirements and the guidance given within the KS2 primary languages framework. It includes a summary highlights and key changes that were needed in the policy review include the dropping of the attainment targets and levels, the emphasis on the French pronunciation and the addition of a specific focus on grammar and punctuation.

Aims and Objectives

The aims and objectives of learning a modern foreign language in primary school are:

- To foster an interest in learning other languages;
- To introduce young children to another language in a way that is enjoyable and fun;
- To make young children aware that language has a structure, and that the structure differs from one language to another;
- To help children develop their awareness of cultural differences in other countries;
- To develop their speaking and listening skills;
- To lay the foundations for future study.

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Organisation / Time allocation

Although French is a cross-curricular subject, children at All Saints are taught specific skills in dedicated MFL lessons. The scheme of work for MFL outlines which areas of the Primary Curriculum are covered in each year group.

- **LKS2** have 30 minutes of French per week, on Tuesday morning.
- **UKS2** have 30 minutes of French on Wednesday morning.

Teaching style

MFL teaching is delivered through a strong use of **VAK** approaches to ensure all learning needs and expectations are catered for. The emphasis is on using the **target language** throughout the lesson referring to English only when and as needed.

The use of **actions and singing** is a key feature in MFL lessons, allowing for better understanding and faster memorisation.

The curriculum

French is the modern foreign language that is taught in our school. The curriculum that is followed is based on the guidance given in the revised National Curriculum, using Language Angels. The children are taught 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, and communicate in French;
- Look at life in another culture.

During French sessions children are given the opportunity to work as a class, as individuals and as part of a group. The choice of class organisation is determined by the learning task. By its nature, MFL will involve lots of interaction with visual, auditory and kinaesthetic prompts.

By the end of key stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

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3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Resources

The Language Angels scheme is a fully online resource enabling all teachers in all classes to have instant and continuous access to all the resources they need to teach whichever lesson they choose.

Inclusion

All pupils throughout the school, shall have the opportunity to develop MFL capability. The school promotes equal opportunities and fairness of distribution of MFL resources. Children with other languages at home are encouraged to use them for educational benefit and parents are offered advice about what is appropriate. Efforts are made to ensure that languages used at home are highlighted in the classroom once a teacher has been notified.

Assessment, Recording and Reporting

- Most assessment is formative and is used to support teaching and learning and inform future planning. The teacher assesses the children's progress in the target language based on their achievement of the learning objectives in lessons. The teacher will assess using cornerstones to help with weekly monitoring.

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- Best pieces of work will be displayed to the 'Stars of the week phase Boards'.
- For subject work this will be stored via folders inside the classroom and be monitored termly.
- A record of all assessed work in all four skills will be updated termly. The use of Cornerstones will ease monitoring, tracking and intervention across French.

Monitoring

Monitoring is carried out by the subject leader, in the following ways:

- Informal discussion with staff and pupils
- Planning scrutiny
- Work sampling
- Classroom observations

Work scrutiny: scrupulous weekly marking ensures that learning objectives are being met. Folders across the phases will be compiled, to ensure evidence of progression and AFL opportunities ('assessment is vital to ensure progression'). Good practice will be ensured through regular CPD with the subject leader.

SEN

- **SEN:** SEN pupils will be assisted whenever possible either by the allocated LSA or by the teacher. Differentiated work by outcomes will be a key element of every lesson (task/extension/challenge).

Planning

Long term - Long term plans are based on the specific curriculum requirements which are set out in the KS2 languages programme of study. This programme should lay the foundation for foreign language learning at KS3.

Medium term – An overview grid is to be regularly updated and will state what topics should be covered during each term and how many lessons should be spent covering them. This grid will highlight the use of Language Angels:

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Short term –Lesson objectives will be recorded on Cornerstones which will include; unit titles, steps to the lesson including resources and tasks to be completed, differentiation and AFL activities when taking place, and all sorts of routines ranging from singing to behaviour management.

Embedding MFL in the curriculum & exploiting opportunities

- Opportunities for stretching French across the subjects must be seized; all staff members at All Saints are strongly encouraged to integrate French teaching across the curriculum with increased sharing of practices, thus making French a part of everyday life.

Review

This policy has been updated in September 2025 and will be reviewed in September 2026.

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