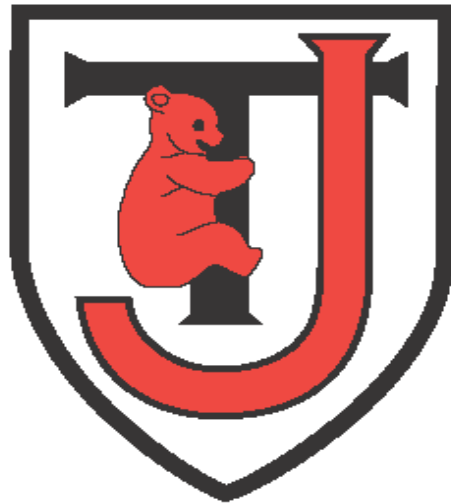


Modern Foreign Languages (MFL) Policy

Thomas Jolyffe Primary School

To be the best we can be!



Written by: Mrs J Aldridge

Date: September 2025

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Head Teacher: P Liversidge

Thomas Jolyffe Modern Foreign Language (MFL) Policy

Introduction:

'Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.'

Purpose of Study, National Curriculum, September 2013

Learning a foreign language is part of the primary National Curriculum and is a requirement for all children within key stage 2 (KS2). Thomas Jolyffe Primary School has adopted a whole school approach to the teaching of French to all KS2 pupils.

Please read this policy in conjunction with:

- Teaching and Learning Policy
- SEND Policy
- Health and Safety Policy

Aims

Our aim is to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning French:

- Speaking
- Listening
- Reading
- Writing
- Grammar

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between the foreign language they are learning and English. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

Teaching and Learning Overview

Our whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

The National Curriculum for languages aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of authentic writing in the language studied.

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.
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.

Displays of the topics being taught in French will be displayed around individual classrooms (if space allows) or will feature on a general school board.

Organisation & Delivery

French is taught in a whole-class setting by the class teacher and is therefore not reliant on one key member of staff.

Teachers plan their lessons using the Language Angels scheme of work and can supplement this with their own ideas and experience and those of their colleagues.

The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

Each class has a timetabled lesson of at least thirty minutes per week.

French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained.

Assessment and Recording:

Opportunities to monitor the children's progress in French are built into our programmes of study. Most assessment is formative and is used to support teaching and learning and inform future planning. Assessments are based on observation of children working on different oral activities and (where appropriate) written product.

Marking and Feedback:

We are committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process through pupil voice.

Pupil Voice:

Peer and self-assessment are ways of engaging children in understanding their progress in learning as well as identifying next steps in their learning. This can be used in addition, and to support oral and written feedback from teachers and support staff. The aim is to involve children in the analysis and constructive criticism of their own and others work. To facilitate this, learners use success criteria to make judgements on their own, and peers, learning and identify areas for development – next steps.

Resources:

Primary Language is planned following the broad guidelines set out in the National Curriculum. The Language Angel's Scheme of Work ensures that there is continuity and progression in both skills and content across all classes and year groups. French lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games
- Songs & raps
- Differentiated desk-based consolidation activities
- Worksheets (at three different levels of challenge) are provided throughout each teaching unit.
- There is a collection of French dictionaries available for all classes as required.

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).

Monitoring and Review:

Monitoring of the standards of children's work and of the quality of teaching in MFL is the responsibility of the subject leader. She has subject release time to undertake this. She examines pupils' work and monitors classroom practice and curriculum planning. The work of the MFL subject leader also involves supporting colleagues in the teaching of French and other MFL, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The leader will keep some samples of children's work and photographic evidence.

Policy Formation and Consultation Process

This policy was written by the MFL Leader **Helen Anderson**.

Policy written: September 2024

Reviewed & updated: September 2025

Next review date: September 2026