

TANKERSLEY C of E (A) PRIMARY SCHOOL

MFL POLICY



“Guide me in your truth and teach me, for you are God my Saviour and my hope is in you all day long”

We aim high and have self-belief

We have community spirit

We are enterprising

We have enquiring minds

We are respectful

Updated September 2026

Next review September 2028

This policy document sets out the school's aims, principles and strategies for the delivery of the Modern Foreign Languages (MFL) entitlement. It will form the basis for the development of MFL in the school over the next four years. It gives guidance on planning, teaching and assessment. This policy is intended to be used in conjunction with the iLanguages scheme of work which is currently running within KS2.

The Significance of Modern Foreign Languages

MFL prepares pupils to participate in a rapidly changing world in which work and leisure 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. These are skills that they will be able access in the future. Knowledge of a foreign language also improves understanding of one's native language. Increased capability in the use of MFL promotes initiative, confidence and independent learning and encourages diversity within society.

We have decided to teach French rather than any other European language, because we currently have the staff for this. Our children now go to a variety of secondary schools so it is impossible to fit in with all of them; and we believe that France has the liveliest and most original cultural traditions in Western Europe.

Aims

- To explore cultural links and experiences when opportunities arise.
- To promote positive attitudes towards language learning through a range of learning activities.
- To develop listening skills and phonological awareness
- To understand the relationships between English and French vocabulary

Speaking and Listening

The children will:

- Encounter a range of situations, audiences and activities designed to develop competence, accuracy and confidence in speaking and listening

- Develop their oral abilities at their own levels
- Be able to express opinions, articulate feelings and formulate appropriate responses to increasingly complex instructions and questions.
- Act out simple dramas or situations

Reading

The children will be given opportunities to:

- Read stories for enjoyment
- Read new vocabulary and sentences
- Read poems and songs
- Read stories to gain awareness of the structure of written French and begin to learn the grapheme-phonetic relationships.

Writing

The children will be given opportunities to:

- Copy-write high frequency words in Key Stage 2 e.g. days, months, colours, numbers, etc.
- Look at a simple sentence then write from memory to improve awareness of phoneme/grapheme correspondence
- Write short situations (by Year 5 and 6)
- Manipulate simple sentences by changing one word or phrase

Curriculum and School Organisation

French is taught from the iLanguages French scheme to each Key Stage Two class for 45 minutes per week to ensure progression and skills development.

Within Key Stage One songs and greetings are introduced. If successful, the iLanguages scheme could be implemented into KS1.

Inclusion

All pupils, regardless of race or gender, will have the opportunity to develop foreign language skills. 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. Efforts are made to ensure that languages used at home are highlighted in the classroom.

Positive images of languages being spoken by people of both sexes will be promoted. The school recognises the motivational advantages of the use of MFL by children with special educational needs.

Planning

The school uses the iLanguages scheme, supplementing it with other resources such as songs from Babelzone, story books, games, rhymes and tongue-twisters. Cultural elements such as music, art and famous French buildings may be introduced wherever it seems right.

Each lesson will include some or most of the following: opportunities to revisit vocabulary and to learn new vocabulary, sentence manipulation, games, listening exercises, songs, dances, reading, pronunciation-practice, and (by Y5 and 6), short writing tasks, carefully structured to ensure success.

Class Organisation and Teaching Style

There will be opportunities for individual work, paired work, group work and ICT. Much of the work will necessarily be teacher-directed and be addressed to the whole class.

Because we know that children learn better when the work is varied, we try to break the 45 minute lesson into parts – learning of vocabulary, games, songs, and a short written task. We aim to make the lesson multi-sensory, using auditory, visual and kinaesthetic approaches to appeal to a variety of learning styles.

Homework

Occasionally children may be asked to finish a worksheet, practise vocabulary at home or learn something, but there is no expectation of regular homework in this subject. When any member of the school community visits France, sweets, postcards or other small souvenirs are often brought back. This is very much valued by staff and children.

Assessment

Most assessment is formative. We consider acquisition and retention of vocabulary, ability to manipulate a sentence structure, enthusiasm, effort, concentration, and commitment.

We report to parents in the annual record of achievement. We also reward effort through house points, stickers, praise, and the special mentions assembly.