



MFL POLICY 2025/26

Aims: Children develop an enthusiastic and positive attitude to other languages whilst developing language skills and cultural understanding about different countries.

Teaching approaches: Children experience a range of activities, including songs, rhymes and games, fiction and non-fiction texts, role play, writing activities and interactive I.T. which provide a stimulated and varied approach to language learning. Children are given opportunities to listen to the teacher, to songs and rhymes, to each other and to native speakers. Each lesson will contain an opportunity to revise and develop previous skills, a cultural aspect and a main learning activity.

Differentiation and challenge: The teaching of MFL gives every child a chance to take part and enjoy a new language. It can provide a boost to those children who have difficulties in other areas of the curriculum. Tasks are differentiated to meet the needs of all pupils and extra support, or extension, given when necessary.

Growth Mindset: We promote a determination to overcome challenges and succeed in MFL.

MFL Curriculum: MFL is a statutory foundation subject. We instil NC aims, in French, related to listening and speaking, reading and writing and grammar.

Inclusion and equal opportunities: All children can and will succeed in French. Our curriculum is fully inclusive and supports ranging needs and cultural diversity.

Planning in MFL:

MFL is a statutory National Curriculum requirement for KS2. We use the KS2 Languages Framework as the basis for implementing the requirements of the programme of study for MFL.

KS2 follow the Rachel Hawkes scheme of work. Year 3 and 4 follow the Rouge and Jaune scheme and the Year 5 and 6 follow the Bleu and Vert scheme. This scheme ensures that phonics and grammar are repeated in Year 3 and 4 and then again in year 5 and 6. Vocabulary varies so that the lessons themselves are different.

The termly plans ensure an appropriate balance and distribution of work throughout KS2 but also include repetition to ensure reinforcement of specific skills such as number and alphabet skills.

Timetabling of MFL: French is taught in Key Stage 2 by the class teacher or by a teacher during PPA. The children receive a weekly/fortnightly lesson.

How do we assess MFL? Assessment takes place in each lesson through questioning, observations and diagnostic marking. Teachers will highlight the Learning Title each lesson in line with the school policy. Written assessment tasks to be completed by the children are included in the Rachel Hawkes scheme, these will inform future planning.

Feedback: Feedback is carried out during lessons, where possible, to enable teachers to respond to misconceptions. Pupils will also self-assess and peer mark. Learning titles will be highlighted green when children have been successful.

Resources in MFL: As well as the Rachel Hawkes scheme children have access to a variety of resources including French dictionaries, fiction and non-fiction texts and songs and games. Teachers have access to a variety of resources on the server and online websites such as Lightbulb Languages and Oak Academy. In addition, we have links with Whickham School, their students and language teachers visit to work with our children in French lessons.

Information and communication technology (ICT) in MFL: Children use a variety of online games and activities, listen to and watch songs and stories and are able to listen to native speakers.

Evaluation and monitoring: the MFL curriculum is monitored through the MFL lead's performance management, meetings with teachers, pupil voice discussions, governor meetings, and book scrutinies.

School governor role in MFL: there is a link governor allocated for the oversight of MFL. Governors will be asked to join the monitoring cycle with SLT. Key documents/action plans will be shared when updated and regular meetings will be held with the link governor.

For further explanation or clarification of any item discussed in this policy, please see MFL lead

Karen Donaldson.



Policy links to articles: 2, 30 and 31.