

MFL POLICY

Approved by:	**Local Governing Body**	**Date: September 2026**
Signed by:	**Chair of the Governing Body**	
Last reviewed on:	**September 2025**	
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Rationale for Teaching Languages at KS2

As the UK is becoming an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages. By the year 2010, all KS2 children are to learn a language other than English. At Castlefort Academy, we believe strongly in the benefit of this and have therefore implemented the teaching of French for all KS2 children (Y3 to Y6) from November 2019.

Learning a language enriches the curriculum, providing excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others. Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children's ideas in this critical area as well as giving them a new perspective on their own language.

Language learning stimulates children's creativity

Children enjoy taking an active part in language lessons. They join in with singing, reciting rhymes and poems, and respond to stories. They create mimes, sketches and role-play, imitating accurate intonation and pronunciation. They play games, take turns, make things, take the role of the teacher and experiment creatively with language.

Language learning supports oracy and literacy

Children spend much of their time in language lessons speaking, listening and interacting - more than in most other subjects. They take part in role-plays, conversations and question and answer work, sing songs and recite, perform to an audience and respond to a wide range of aural stimuli. This emphasis on communication, including language learning's important role in the 'education of the ear', underpins children's capabilities in oracy, which is critical to effective communication as well as a key foundation for literacy.

Language learning leads to gains across the curriculum

Children approach a broad range of learning activities in a new and challenging context; these relate to mother tongue literacy, to mathematics and other subject areas such as geography, music and citizenship. This can lead to deep learning and significant gains in their general understanding as they recycle and reinterpret existing knowledge. Through the conscious development of language learning they are also learning how to learn.

Language learning supports and celebrates the international dimension

Although it enjoys much more linguistic diversity than in the past, England remains a place where the motivation to learn another language is affected by the position of English as a widely spoken, world language. This makes it even more important that we give all children the chance to learn a language in order to gain insights into their own lives and those of others around the world. They need the chance to make contact with people in other countries and cultures and to reflect upon their own cultural identities and those of other people.

Aims and Objectives

Our aims for teaching MFL are for children to:

- foster an interest in learning another language;
- become aware that language has a structure, and that this structure differs from one language to another;
- develop speaking and listening skills;
- gain enjoyment, pride and a sense of achievement;
- explore and apply strategies to improve their learning;
- explore their own cultural identities and those of others.

Teaching and Learning Styles and Procedures

At Castlefort Academy we will use a variety of teaching and learning styles in our MFL lessons. Our principal aim is to develop children's knowledge, skills, and understanding. Children will have the opportunity to support their work with a variety of resources. We will aim for a balance of whole class, group and independent learning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum; ICT, PE and Music, for example, are particularly appropriate for cross-curricular teaching.

Our chosen language for KS1 is Spanish and French in Key Stage 2, based on popularity of choice at KS3, staff knowledge and availability of quality resources. The lessons will be delivered by KS2 teachers, supported by the MFL Leader who is a language specialist.

KS2 children are taught MFL every week. Lessons will follow the 'Languages for Life' scheme of work and therefore show progression. Lessons will be divided into a topic for each term and focusing on prior knowledge to gain further learning. Lessons will be active French lessons or can be split in half of active French and half written work.

Once a term in KS2, we hold a French afternoon where the children are taught about the French culture such as money, geographical locations, famous landmarks, food, art, music, politics etc. This is evidenced in the year group celebration book.

Lesson Content

French lessons are to include:

a. learning French vocabulary
b. asking and answering questions
c. using bilingual dictionaries
d. teaching of basic French grammar and spelling patterns
e. playing games and learning songs
f. using language that has been taught in pole play situations
g. researching and learning about life in France
h. beginning to write phrases and sentences

- French will be included in whole academy occasions e.g. Christmas celebrations and summer concerts, French Days and International week.
- French will be used in displays that relate to the children's learning.
- Languages other than French may be used within individual classes and topics, but French will be the main, assessed language.

For more information on pedagogy including progression, differentiation, ICT and use of the target language, see: http://www.standards.dfes.gov.uk/primary/publications/languages/languages_guidance/1209633/1209663

MFL curriculum planning

Our curriculum planning in MFL is done in three phases (long-term, medium-term and short-term). Castlefort's MFL scheme of work is based on the KS2 Languages Framework and outlines what we teach in the long-term.

Our medium-term plans, give details of the main teaching objectives for each half term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The subject leader is responsible for keeping and reviewing these plans. Short-term plans provide details of lessons to be taught as per the 'Languages for Life' scheme.

MFL and Inclusion

In all classes, children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. MFL is a highly inclusive subject, however, and despite our principal aim of developing children's knowledge, skills, and understanding, the initial focus will be on enjoyment. At our academy, we will teach MFL to all KS2 children, whatever their ability and individual needs. MFL forms part of the academy curriculum policy to provide a broad and balanced education to all children. Through our MFL teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this. For further details see separate SEND policy.

For more information on inclusion in MFL, see:
http://www.standards.dfes.gov.uk/primary/publications/languages/languages_guidance/1209633/1209685

Links outside the academy
We enable all pupils to have access to the full range of activities involved in learning MFL. Where children are to participate in activities outside the classroom (a theatre trip or visit to an MFL department in a secondary academy, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment for learning

Teachers assess children's work in MFL in three phases. The short-term assessments that teachers make as part of every lesson help them to adjust their weekly plans. They match these short-term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress. Older children are encouraged to make judgements about how they can improve their own work.

Teachers use topic assessments to measure progress against the key objectives, and to help them plan for the next unit of work. The next teacher then uses these assessments as the planning basis for the new academy year.

Records of progress in French:

- Every children from Year 3-6 has a French book.
- Some lessons in French, particularly oral lessons are evidenced via videos which are saved on the staff drive
- At the start of each unit is a big picture sheet with the learning objectives.
- Examples of children's work, children's evaluations/pupil voice, photographs are celebrated in the class book.

Assessments are based on the Progression Statements and Learning Objectives from the Key Stage 2 Framework for Languages. These are divided into three main areas, by Year Group: Oracy, Literacy and Intercultural Understanding.

For full details on Progression Statements and examples of teaching activities by Year Group, see:
http://www.standards.dfes.gov.uk/primary/publications/languages/framework/oracy/
http://www.standards.dfes.gov.uk/primary/publications/languages/framework/literacy/ and
http://www.standards.dfes.gov.uk/primary/publications/languages/framework/iu/

Progression statements are also available on the Languages Ladder, and these will reflect learners' abilities to beyond KS3:
www.assetlanguages.org.uk/UserFiles/File/specialists/cando_sept2005.pdf

The Nacell Languages Portfolio and the corresponding teachers' guide to this,
http://www.nacell.org.uk/resources/pub_cilt/portfolio.htm is a recommended method self-assessment record for pupils. It should be used once a (short) term as formative assessment.

Resources

There is a range of resources to support the teaching of MFL across the academy. Children have access to the Internet through their classroom computer, I-Pads and Chrome books. French dictionaries are also available to support the learning. Resources are reviewed and updated regularly.

Monitoring and Review

Monitoring of the standards of children's work and the quality of teaching in MFL is the responsibility of the subject leader, supported by the Headteacher and colleagues from the MAT. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for MFL in the academy. The leader may have specially-allocated regular management time in which to review samples of the children's work and to undertake lesson observations of MFL teaching across the academy. The named member of our Governing Body, responsible for MFL, meets regularly with the subject leader in order to review progress.

Monitoring is carried out by the MFL leader in the following ways:

- Pupil interviews
- Staff discussions
- Observations of classroom displays
- Planning trawls
- French book trawls
- Year group book trawls
- Watching videos of oral lessons on the staff drive
- Lesson visits