

# Wrockwardine Wood C.E. Junior School



## Modern Foreign Languages (MFL) Policy

Policy updated – November 2025

Signed: .....

This policy is due for review in November 2027



“Love, Laugh Learn”

We will ignite the ability in all to ***‘Love, Laugh and Learn’***, recognising the extraordinary and wondrous in everything and in everyone. Our rich, varied and creative curriculum, together with our Christian values, will empower all to flourish following Jesus’s promise ***‘I have come to give life and life in all its fullness.’*** (John 10:10)

### Our School Christian Values



# **1 Introduction**

**1.1** In our school we teach a foreign language to all children as part of the normal school curriculum. We do this for several reasons. Firstly, we believe that many children really enjoy learning to speak another language. Secondly, we also believe that the earlier a child is exposed to a foreign language, the faster the language in question is acquired. We also believe that it is a good idea to introduce a new language to children when they are at junior school, as they tend to be less self conscious about speaking aloud at this stage of their development. It is widely believed that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life. When planning in MFL we aim to ignite the ability in all to 'Love, Laugh and Learn'. This is achieved through recognising the extraordinary and wondrous in everything that we plan across the MFL curriculum. When coupled with our Christian values and Jesus's promise 'I have come to give life and life in all its fullness'. (John 10:10) we are able to provide the children with experiences that will inspire them and ultimately support them to flourish. Our Modern Foreign Language offer supports the children's cultural capital as we are able to offer experiences and opportunities that they perhaps do not always have outside of the school community setting. It is with these experiences that we can show our children that we are loving out loud; supporting their development, fostering positive futures and opening their minds to a future without limits.

# **2 Aims and objectives**

**2.1** The aims and objectives of learning a modern foreign language in junior 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 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.

# **3 Organisation**

**3.1** We teach a foreign language to the children in all year groups - we feel this gives the children a good transition into senior school as there they will continue to learn a foreign language. This is taught as a 'MFL Day' once every half term where children complete 4 or 5 lessons during the day. The children also participate in 'Forget-Me-Not' French sessions for 15 minutes each week, when they carry out activities to increase their 'sticky knowledge' of French vocabulary, covering a different topic each half term.

## **4 The curriculum**

**4.1** French is the modern foreign language that we teach in our school.

**4.2** The curriculum that we follow is based on the TWINKL scheme of work. We teach the children to know and understand how to:

- Ask and answer questions;
- Use correct pronunciation and intonation;
- Memorise words;
- Interpret meaning;
- Understand basic grammar;
- Use dictionaries;
- Work in pairs and groups, and communicate in the other language;
- Look at life in another culture.

## **5 Teaching and learning style**

**5.1** We use a variety of techniques to encourage the children to have an active engagement in the modern foreign language: these include games, roleplay and songs (particularly action songs). We frequently use actions to accompany new vocabulary in the foreign language, as this serves to demonstrate the foreign language without the need for translation. We emphasise the listening and speaking skills over the reading and writing skills. We also use a multisensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games, as we believe that this serves to reinforce memory. We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. We build children's confidence through constant praise for any contribution they make in the foreign language, however tentative.

**5.2** Oracy is embedded at the heart of teaching and learning and is developed consistently across the curriculum through both structured and incidental opportunities. Building on our shared belief that oracy is the ability to articulate ideas, deepen understanding and engage with others through spoken language, teachers explicitly teach and model new vocabulary in every subject, ensuring pupils are exposed to ambitious, topic-specific language. This vocabulary is revisited through talk prompts and discussion tasks enabling pupils to practice and apply it in meaningful contexts. Staff

carefully model high-quality spoken language through sentence stems and structured responses, which are then scaffolded to support all learners to speak with increasing confidence and clarity. Opportunities for paired talk, group discussions, debate and reasoning are planned into lessons, allowing pupils to refine their listening and speaking skills progressively. Through this consistent and inclusive approach, we nurture confident, articulate speakers with rich vocabulary who are well equipped to succeed across the curriculum and beyond.

## **6 Teaching a modern foreign language to children with special educational needs**

**6.1** At our school we teach a modern foreign language to all children, whatever their ability. A modern foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our modern foreign language teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

**6.2** When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

**6.3** Intervention may lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to the modern foreign language.

**6.4** We enable pupils to have access to the full range of activities involved in learning a modern foreign language. Where children are to participate in activities outside the classroom, for example, a playground game in a modern foreign language, we ensure that the activity is safe and appropriate for all pupils.

## **7 Assessment**

**7.1** We assess the children in order to ensure that they make good progress in this subject. We do this informally during the lessons and children complete a jigsaw piece assessment sheet to show what they feel they have learnt each MFL day.

## **8 Monitoring and review**

**8.1** We monitor teaching and learning in the same way as we do all the other courses that we teach in the school. The headteacher also reports to the governing body on the progress of children in French in the same way as in any other subject. The governors' curriculum committee has the responsibility of monitoring the success of the teaching in French.

**8.2** The headteacher also liaises with the local secondary schools, so that they are aware of the modern foreign language experience of our children when they move to the next phase of their education. The school is hopeful that some links with a local secondary school MFL department will be made when covid risks are reduced, and some specialist teaching may be able to take place.

**Signed: K. Slow**

**Date: 27.10.2025**

**Next review: Nov 2027**

**Wrockwardine Wood CE Junior School**

# **Modern Foreign Languages (MFL) Policy**



**MFL Co-ordinator: Mrs K Slow**

**November 2023-2025**