

# The British School

Working together for our children's future



## MFL Curriculum Intent, Implementation and Impact 2025

This policy sets to outline our approach to the teaching and learning of MFL. It sets a framework within which teaching and non-teaching staff can operate. The policy should be read in conjunction with the 2014 National Curriculum which states MFL as a statutory subject at Key Stage 2. These set out the rationale for teaching each area of the MFL Curriculum and specify the skills that will be developed for the majority of pupils in each year group.

### INTENT

At The British School, we support the view that learning a modern foreign language is an entitlement for all pupils during their time in Key Stage 2. We are therefore committed to the principle that learning another language is appropriate for all children, whatever their ability or special needs. We will also seek to develop our curriculum so that teaching a foreign language is a normal part of it.

We will do this for several reasons. Firstly, we believe that many children really enjoy learning to speak another language. Secondly, we believe that the earlier a child is exposed to a foreign language, the faster the language in question is acquired. Indeed, evidence suggests that young children learn languages differently from older learners and have some advantages over those who start later. Early learners tend to be more intuitive, less anxious and better at acquiring the sounds and rhythms of the new language. Starting early allows for more time for language learning overall and a sustained experience with the potential to lead to higher levels of proficiency at the end of secondary school. There is an easy fit between primary language teaching methodology and good primary pedagogy. The primary curriculum provides many opportunities which can be exploited for language learning. Thirdly, the logic of languages is transferrable and learning the grammar of a foreign language can only serve to

reinforce our understanding of our own language (especially in terms of vocabulary and grammar).

French is the modern foreign language that we teach in our school. Current planning is based on new curriculum MFL guidelines, local Secondary School feedback and pupil voice.

The programme of study for KS2 sets out the national requirements for the curriculum in languages which, amongst other things, requires substantial progress to be made in one language across the key stage.

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.

## IMPLEMENTATION

We recognise that language learning in its broadest sense has five core strands - **speaking, listening, reading, writing** and **intercultural understanding**. We also recognise that children should be encouraged to apply their knowledge and that we should equip them with strategies for language learning that they can use in the future when studying another foreign language.

MFL is taught in Key Stage 2 classes in weekly lessons of 15 to 30 minutes. Currently the core teaching of MFL is planned for and delivered by one of our PPA teacher, a former secondary languages teacher. Throughout the week, class teachers reinforce French daily through the display and use of the date, timetable, school dinners and registers in French. Key instructions and classroom language are also introduced and displayed across the school. This is to ensure the children and staff use the target language for a real purpose, which we believe is very important.

We use a multi-sensory and kinaesthetic approach to teaching MFL: we use a variety of techniques to encourage the children to engage actively in the modern foreign language to include games, role-play and songs (particularly action songs). We frequently use mime to accompany new vocabulary in the foreign language, as this teaches the language without the need for translation. Research has shown that physical responses planned into lessons help to improve enjoyment; provide opportunities for reinforcement through actions; help memory through actions; and increase confidence as movement and games can provide safe ways of speaking aloud.

In the first instance, the listening and speaking skills are prioritised. We then work on the link between oral and written work (emphasis on reading), followed by work on specific French phonics to ensure a strong base for the transition to independent writing. The latter skill is given increasing focus as children move up through KS2.

We allow for differentiation and depth of learning by:

- using peer support
- setting common tasks which are open-ended and can have a variety of responses;

- providing resources and stimuli of different complexities and opportunities to apply the language ;
- a range of questioning

The MFL teacher has an extensive bank of personal resources, which others can use. These include: songs, French board and card games, flags and signs, flashcards, French books, French films. The website "Lightbulb Languages", which is free and very comprehensive, is also recommended for planning and resources. The MFL leader also recognises that the MFL planning and teaching resources available on Twinkl and Classroom are of high quality and occasionally provide pronunciation support for non-language specialists. Video clips linked to various topics may be found on The BBC KS2 website.

The planning and teaching of MFL assumes a common scheme of work

There is some informal teaching of MFL in upper Key Stage 1. These pupils have access to some stories in French and can learn simple nursery rhymes. There may be the opportunity to learn to count and answer the register in different languages. These languages do not need to be restricted to French.

### **Cross Curricular Links**

There are many time constraints on the teaching of MFL and language is best learned if practised throughout the week, not just delivered in a weekly lesson. The use of other curriculum areas and registration time provides valuable cross curricular opportunities to continue the development of MFL skills. This can also work the other way round as learning MFL can also show insights into other areas of the curriculum.

### **English**

The learning of a modern foreign language naturally contributes to the development of our children's listening and speaking skills. It also develops the children's grasp of linguistic features such as rhyme, rhythm, stress and intonation. It also helps them appreciate the importance of understanding the parts of speech and sentence structure and compliments "SPaG" learning: through learning the complexities of another language they also learn about the structures of their own language.

### **Mathematics**

Children can reinforce their time-telling skills by playing time-related games in the foreign language. We play number games, too, that reinforce their counting and calculation skills, expand their understanding of date, and increase their

knowledge about money. Reference to French numbers is made when learning about Roman numerals and 2D shapes as this helps retention.

## **PSHE**

One of the main benefits to the children of learning a modern foreign language at primary school level is a social one. Those children who have difficulty in reading and writing, but who have good aural skills, will often find that they excel at speaking in foreign languages. This success breeds confidence, which in turn increases self-esteem and gives them a more positive attitude to school in general. Children who learn a foreign language are also more prone to opening up to and understanding other cultures, which is key to living a happy life in our modern world.

## **Spiritual, moral, social and cultural education**

By teaching a modern foreign language, we contribute to the children's cultural education.

They learn that many societies are multi-lingual. We teach them about festivals and customs related to the countries in which the language is spoken. We also give them the chance to hear stories set in the foreign culture.

## **Geography**

The children are made aware of the position of the country (whose language is being studied) on a European and world map. They are introduced to some significant geographical features of the landscape and some towns. Through videos, books and other sources of information they develop their intercultural understanding. As they progress through Key Stage 2, children are also encouraged to explore and find out about the Francophile world, not just about France.

## **Music**

We teach children songs in the modern foreign language - both traditional and modern - which of course helps them develop a sense of rhythm and an ear for melody. We also play music by composers from the countries in question (e.g. Saint-Saëns's 'Carnival of the Animals' in the case of France). Whenever possible, we add a few French songs to the school musical performances such as the annual Christmas and Easter concerts.

## **Art**

When recording new language in their books, the children are encouraged to draw illustrations to show their understanding rather than translations into English. There is also content relating to French art and artists in our unit on Paris for example.

## **ICT**

The school supports language learning through the use of our interactive whiteboards and internet sites, where appropriate. The use of online translators is discussed as well as demonstrated when teaching on the use of bilingual dictionaries. The children are encouraged to access online language learning resources at school and at home.

## **Equal Opportunities, Diversity and Inclusion**

At The British School, we create an inclusive culture of achievement, high standards and high expectations. KS2 Children of all ethnic and cultural groups, races, genders, sexual orientation and abilities, have equal access to the MFL Curriculum. 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 and varied learning challenges and responding to each child's different needs.

We build children's confidence through praise for any contribution that they make in the foreign language, however tentative. Often, children who struggle in other academic subjects can access the content in primary languages, which is stripped back to single words and short phrases initially and built upon gradually.

Through the teaching of French, children are taught about other cultures, races, and religions in the French-speaking world and encouraged to celebrate similarities and differences.

## **IMPACT**

The children's progress in speaking, listening, reading and intercultural understanding is assessed informally during the lessons. Their progress in writing is assessed through their French book, yearly assessment and occasional use of individual whiteboards.

The children are assessed continually throughout the year with the teacher giving feedback orally, through marking and through talking to individual children. Each lesson starts with a retrieval task and numbers are regularly revisited.

Children are encouraged to give constructive feedback in order to improve their own and each other's work.

Self-evaluations are conducted by the children in order for them to reflect on their learning and identify areas of strength and those they need support/to focus on.

### **Monitoring and Review**

The MFL subject leader is responsible for reviewing this policy annually and for assessing its implementation and effectiveness regularly.

The coordination and planning of the MFL curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping them informed about current developments in MFL.
- updates the school plan and writes a review each year of progress made.

The governing body are kept informed of developments in MFL.

The MFL subject leader also liaises with the local secondary school, to ensure adequate language teaching and a smooth transition to Key Stage 3 for our children.

**Policy reviewed in February 2025 by Bev Smith, MFL Coordinator**

**NEXT REVIEW February 2026**