

Modern Foreign Languages (MFL) Policy

A. Rationale

The teaching and learning of a Modern Foreign Language became a statutory requirement at Key Stage 2 in 2010. At Park Hall Junior Academy, we teach French to all children as part of the normal school curriculum. We believe that many children embrace learning to speak another language as most of our children are already bi-lingual. Approximately 26 different languages are spoken in the homes and wider family of pupils. Research demonstrates that the early acquisition of a foreign language is positive as children immerse themselves in new languages; children tend to be less self-conscious about speaking aloud at this stage of their development and, it is widely believed, that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life.

B. Purposes

The aims and objectives of learning a modern foreign language in primary 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.

C. Organisation

In Key Stage 2, each class has a timetabled lesson of an hour for three lessons every half term using a scheme called Language Angels.

French is taught in a whole-class setting and is not reliant on one key member of staff. The lessons are designed to motivate, captivate and interest children. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

French lessons include:

- PowerPoint and interactive whiteboard materials
- Interactive games (which pupils can access from home to consolidate their learning)
- Songs & raps to enhance the learning of each topic
- Adapted desk-based consolidation activities
- Worksheets (at three different levels of challenge) are provided throughout each teaching unit and can be used in class

Each lesson focuses on a combination of the 5 key language learning skills:

- Speaking
- Listening
- Writing
- Grammar

D. Guidance

The curriculum

The curriculum that we follow is based on the guidance given in the National Curriculum and through a scheme of work for French called Language Angels.

The children are taught to:

- listen attentively to spoken language and show understanding by joining in and responding.
- explore the patterns and sounds of language through songs, rhymes games linking the spelling, sound and meaning of words.
- engage in short conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- speak in sentences, using familiar vocabulary, phrases and basic language structures.
- develop accurate pronunciation and intonation.

- read carefully and show understanding of words, phrases and simple writing.
- appreciate French culture through songs, poems and rhymes in the language.
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- describe people, places, things and actions orally and in writing.
- understand basic grammar appropriate to the language being studied.

E. Teaching and learning style

We base our teaching on the objectives in the National Curriculum and use Language Angels, a published scheme for French, to provide relevant lesson content. We have adapted this to the context of our Academy and the abilities of our children.

We use a variety of techniques to encourage the children to have an active engagement in the modern foreign language: these include games, role-play and songs.

Speaking, listening, reading and writing skills are taught within the three lessons per half term. The National Curriculum suggests that spoken communication of the language should be the focus of learning a foreign language. To support oracy, children are exposed to simple written grammatical features of French through the development of listening, reading and writing skills.

We build children's confidence through constant praise for contributions made in the foreign language.

F. Teaching a modern foreign language to children with special educational needs and disabilities

At Park Hall Junior Academy, we teach French to all children. A modern foreign language forms part of the school curriculum policy to provide a broad and balanced education for all. Through our MFL 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.

The lessons are designed to motivate, captivate and interest children. They have clear, achievable objectives and incorporate different learning styles. Children with SEND have access to the curriculum through variation of task, grouping or support from an adult.

As MFL is an oracy focused subject, the focus of lessons are speaking tasks that allow children to listen and repeat or listen and respond in order to grasp new vocabulary. Reading and writing tasks are adapted for SEND needs, using pictures, word banks and sentence stems to enable all children to achieve the learning objective and access the curriculum.

G. Assessment

The National Curriculum suggests no official assessment process has been decided yet for MFL. Currently, at PHJA we use self-assessment and teacher assessment to determine the next steps for each class.

- Self-assessment- children complete tasks according to the learning objective and indicate in their book whether they felt confident, moderate or not confident with the content learnt during the lesson.
- Teacher assessment- teachers mark the work completed and observe children's self-assessment. When teachers consider self-assessment, planning will be adapted to ensure that consolidation, where needed, is carried out before advancing to new learning.

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