



Modern Foreign Languages (MFL) Policy

1. Curriculum Rationale

At Ouston Primary School we believe that learning a modern foreign language is an essential part of a broad and balanced curriculum. It fosters curiosity, deepens understanding of the world and equips pupils with essential communication skills.

Language learning develops:

- Oracy, literacy and communication skills
- Intercultural understanding and respect
- Awareness of global citizenship

We aim to provide an engaging, inclusive and progressive language curriculum that lays secure foundations for further study at Key Stage 3.

2. Statutory Requirements

In line with the **National Curriculum (2014)**:

- MFL is **not statutory at Key Stage 1**, though exposure is encouraged
- MFL **must be taught at Key Stage 2**

Pupils should:

- Understand and respond to spoken and written language
- Speak with increasing confidence and accuracy
- Read and understand texts appropriate to their level

- Write using familiar vocabulary and basic grammatical structures

3. Intent

Our MFL curriculum aims to:

- Develop confident, enthusiastic language learners
- Build secure foundations in speaking, listening, reading and writing
- Develop accurate pronunciation and intonation
- Foster curiosity about languages and cultures
- Support progression to Key Stage 3
- Promote enjoyment and resilience in language learning

We teach **French** as our chosen language, based on transition to local secondary provision and staff confidence/expertise.

4. Implementation

Curriculum Structure

- **KS1:** Exposure through songs, greetings, routines and simple vocabulary (non-statutory)
- From Summer 2026, we will trial the use of more regular MFL sessions in KS1 using resources such as Purple Mash, Kapow and Classroom Secrets.
- **KS2:** A short weekly session or an MFL afternoon each half term to provide a more immersive learning experience.

Teaching follows a **progressive, sequenced curriculum** ensuring:

- Clear progression in vocabulary, grammar and skills
- Regular retrieval and rehearsal of prior learning
- Opportunities to practise language in meaningful contexts

Key Skills Development

Pupils are taught to:

- **Listen** attentively and respond appropriately
- **Speak** with increasing confidence and fluency
- **Read** familiar words, phrases and simple texts

- **Write** simple phrases and labels.

Teaching Approaches

We use:

- Interactive methods (games, songs, role play)
- Stories, rhymes and authentic materials
- Visual, kinaesthetic and auditory strategies
- Modelling and repetition to support pronunciation
- Opportunities for structured conversation/question and response

Progression

- Years 3–4: Focus on listening, speaking and vocabulary acquisition
- Years 5–6: Increased focus on reading, writing and grammar

Grammar is taught in context and includes:

- Gender and articles
- Simple sentence structures
- Basic verb forms

5. Impact

By the end of KS2, pupils will:

- Demonstrate confidence in speaking and listening
- Read and understand simple texts
- Write simple phrases/short sentences using familiar vocabulary
- Show awareness of different cultures and traditions
- Be prepared for continued language learning at KS3

Impact is monitored through:

- Ongoing formative assessment
- Pupil voice and engagement
- Work scrutiny and progression evidence

6. Teaching and Learning

We aim to:

- Create a positive and supportive learning environment
- Encourage risk-taking and resilience
- Build confidence through praise and repetition
- Ensure lessons are engaging and inclusive

Cross-curricular links are made where appropriate, supporting learning in:

- Geography
- Literacy
- Citizenship

7. Inclusion and Equal Opportunities

We are committed to ensuring that all pupils can access and succeed in MFL.

We:

- Adapt teaching to meet diverse needs
- Provide scaffolding and support where necessary
- Use visual aids, repetition and modelling
- Ensure challenge for all learners

All pupils, regardless of background, ability, gender or ethnicity, are entitled to participate fully.

8. Assessment

Assessment is ongoing and informs teaching.

Methods include:

- Observation and questioning
- Speaking and listening tasks
- Written work
- Self-assessment using 'I can...' statements

Assessment focuses on progression in:

- Vocabulary acquisition
 - Pronunciation
 - Communication skills
 - Application of grammar
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9. Leadership and Management

The MFL subject leader is responsible for:

- Curriculum planning and progression
 - Monitoring teaching and learning
 - Supporting staff development
 - Keeping up to date with national guidance
 - Reporting to senior leaders and governors
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10. Enrichment and Cultural Capital

We enhance language learning through:

- Themed days (e.g. European Day of Languages)
 - Cultural celebrations
 - Wider curriculum opportunities
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11. Partnership with Parents and Carers

We encourage parents/carers to:

- Support vocabulary practice at home where requested
 - Engage with cultural learning opportunities
 - Promote a positive attitude towards language learning
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12. Monitoring and Review

This policy will be reviewed annually to ensure:

- Alignment with national guidance
- High-quality teaching and learning
- Effective progression and outcomes

Review Date: September 2026