Ladygrove Primary School and Nursery

Modern Foreign Languages Policy

Updated June 2026

Due for review June 2027

Ladygrove Primary School and Nursery Modern Foreign Languages Policy

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. The MFL provision at Key Stage 2 in Ladygrove Primary School is designed to reflect this and also takes into consideration the primary MFL entitlement as set out in the National Curriculum 2014. Primary Languages Network is the chosen Scheme of Work at Ladygrove Primary School. The main language we study is French.

Context and Vision:

Ladygrove Primary school values all languages. We are part of a diverse community and there are many other languages spoken at our school such as: Polish, Chinese, Afrikaans, Spanish and Swahili. 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. At Ladygrove Primary School we 'enable languages to flourish' through the teaching of Modern foreign Languages in Key Stage 2. We take part in an annual celebration of languages on the European Day of Languages, which is usually celebrated in late September.

The key elements of MFL learning at Ladygrove are:

- Our language learning is inclusive and enjoyable for all.
- Children are exposed to different languages and cultures throughout Nursery and KS1.
- French is taught as a coherent programme from year 3 to year 6.
- Children learn to speak, listen, read and write in French.
- Children are taught how the language of French is structured.
- The curriculum also encompasses learning about French life and culture.
- There is an established and on-going link with KS3 colleagues and pupils at one of our main feeder schools to ensure that our pupils are secondary ready in MFL and will make a smooth transition to secondary teaching and learning.

Rationale for teaching languages

Language learning supports oracy and literacy. Children spend most of their time in language lessons speaking, listening and interacting with each other. 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 stimulates children's creativity and children enjoy taking an active part in language lessons. They join in with singing, reciting rhymes and poems, and respond to stories. They play games, take turns and experiment creatively with language.

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 opportunity to learn about people in other countries and cultures and to reflect upon their own cultural identities and those of other people. Learning French, and learning about French life and culture, is also intended to promote aspiration for travel and a broadening of life experience.

Aims and Objectives

Our aims and objectives in teaching MFL are for children to:

• Foster an interest in learning another language;

• Develop speaking and listening skills;

• Apply and develop their knowledge of languages and language learning;

• Gain enjoyment, pride and a sense of achievement;

• Explore their own cultural identity and those of others;

• Increase personal aspiration.

Staffing:

Each KS2 class is taught French for 30 - 45 minutes per week. The lessons have been prepared and delivered by our Key Stage 2 class teachers. The Primary Languages Network scheme is used to plan and deliver lessons.

We believe that early exposure to languages is key, so encourage the language learning process from Nursery where EAL children are encouraged to share words in their home language and this diversity is engaged with and celebrated by all. The MFL coordinator has previously advised EYFS and KS1 teachers of French words and songs which can be incorporated into daily classroom routines.

MFL curriculum planning for KS2:

The planning developed for KS2 will target objectives taken from the National Curriculum 2014. Each year group in KS2 has its own programme of study, each building on learning from the previous year and each contributing to a secure development of the National Curriculum objectives. These are shown in full in the MFL whole school progression document. Yearly overviews show the breakdown of learning in more detail for each year group.

Inclusion:

Each class in Ladygrove contains children from a wide range of abilities and we seek to provide suitable learning opportunities for them all by matching the challenge of the task to the ability of the child. This means that, where appropriate, written work will be adapted to suit the needs of all learners. MFL is, however, a highly inclusive subject and although the principal aim of the teaching is to develop children's knowledge, skills and understanding, there is also an emphasis on enjoyment. MFL is taught to all KS2 children, whatever their ability and individual needs. 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.

6 Assessment for Learning:

Assessment in MFL is carried out annually for each KS2 pupil by the relevant teacher and input into the school O track assessment system. Assessments are made with reference to the progression. We report to parents on effort and achievement in French on the end of year report for children in Key Stage 2.

7. Reflecting on and developing the teaching of French:

The MFL coordinator will discuss language learning with the teachers delivering the content and monitor planning, and spoken and written evidence of progress in learning. They can access training in monitoring via the Primary Language Network Virtual Learning Environment, consultation time, email discussion and at coordinator CPD.

The MFL coordinator attends, (as part of the Primary Languages Network) coordinators' CPD and the annual Primary Languages Network Conference. The MFL coordinator is a member of the network email group and can access the website (https://primarylanguages.network), network blog sites and the Primary Languages Network Virtual Learning Environment to obtain current and up to date information. All staff have access to the Primary Languages Network Virtual Learning Environment, all its materials, and lesson by lesson planning. The Primary Language Network Virtual Learning Environment school user files can be used to share information between staff.

Policy- Document Status			
Date of Policy Creation	**June 2026 – reviewed every year annually**	**Named Responsibility**	Hayley Beeching
Date of review completion	**June 2026 – reviewed every year annually**	**Named Responsibility**	Pupils, Staff, Parents and Governors
Inception of new Policy	**June 2026 – reviewed every year annually**	**Named Responsibility**	Joanne Weichlbauer
Date of Policy Adoption by Governing Body		July 2026	