Woodlands Primary School, Hedgehogs Nursery & Sunbeams Club

MFL Policy

Updated: October 2026

Review Date: October 2027

Introduction/ Rationale

This policy outlines the teaching, organisation and management of MFL taught and learnt at Woodlands Primary School.

The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the MFL co-ordinator.

Curriculum Intent

At Woodlands we believe that language learning enriches our curriculum and creates enthusiastic, inquisitive learners with positive attitudes towards not only different languages, but different cultures too.

The intent is that through games, song, discussion with a native speaker and exciting activities, our children will learn language skills that will support them through their primary experience and the rest of their lives.

Through our links with the Primary Language Network, we will explore familiar language, grammar and phonics to ensure our children become well-rounded language detectives. Our MFL curriculum encourages children to foster curiosity about the world, deepening their understanding of global citizenship and celebrating cultural diversity.

Implementation

In the Early Years, children are introduced to the idea that people around the world speak different languages, and that these languages are connected to different countries and cultures. They learn simple greetings in the languages spoken by children within the EYFS community, such as Turkish, and use these in meaningful contexts like registration and home time. Children also explore and celebrate cultural events from around the world, such as Bastille Day, developing an early appreciation of global diversity and building a foundation for language learning in Key Stage 1 and beyond.

In Key Stage 1, children continue to explore the rich diversity of world languages and cultures through stories, songs and celebrations. They begin to make connections between words, cultures and traditions, fostering curiosity and confidence that will support their language learning journey in Key Stage 2.

When our children enter Year 3, they begin frequent French lessons following the Primary Languages Network scheme. The skills learned follow a clear journey of progression and our learners continuously practise their skills and build upon prior knowledge. In Key Stage 2, children develop the invaluable skill of decoding French words, using British phonics and vocabulary to make connections and solve problems. This is where our language learners truly become language detectives!

Lessons are interactive and practical, incorporating speaking, listening, reading and writing skills. Teachers use a variety of strategies including games, songs, repetition, and conversation. Lessons are differentiated and inclusive, ensuring all learners can access and enjoy MFL. Each class has access to clear Knowledge Organisers for each topic to support vocabulary retention and to make learning visible for pupils and parents.

Curriculum Overview

The MFL curriculum at Woodlands provides a progressive journey of skills and knowledge from EYFS to the end of Key Stage 2. In EYFS and KS1, children develop early awareness of language and culture through meaningful play, stories, and celebration. In KS2, pupils build on this foundation through structured French lessons following the Primary Languages Network scheme. The sequence of learning ensures pupils revisit and build on prior knowledge while developing increasing independence and confidence in speaking, listening, reading and writing.

Assessment

Assessment in MFL is continuous and designed to support progress for every child. Formative assessment takes place in every lesson through teacher observation, questioning and feedback. Pupils are encouraged to self-assess using their individual Assessment Clouds, helping them reflect on their own learning and identify next steps.

At the end of each topic, teachers can use a ‘Puzzle It Out’ assessment activity to evaluate pupil understanding and support teacher judgements. This summative assessment, alongside evidence from classwork and discussion, supports accurate end-of-unit and end-of-year assessments.

Inclusion and Equal Opportunities

At Woodlands, MFL is inclusive and accessible to all pupils. Lessons are planned to ensure that every child, regardless of ability or background, can engage with and enjoy language learning. Strategies such as visual prompts, repetition, modelling and scaffolding are used to support learners. Cultural content reflects diversity and promotes respect and tolerance, in line with the school’s equality and inclusion policies.

Resources

MFL lessons are supported by the Primary Languages Network online platform, which provides structured lesson materials, audio and video support, songs and interactive games. Knowledge Organisers are used as reference tools in lessons.

Monitoring and Leadership

The MFL Subject Leader monitors the quality and consistency of provision across the school. Monitoring activities include lesson visits, book looks, planning reviews and pupil voice discussions. Outcomes from monitoring inform staff training, planning adjustments and resource development.

Impact

Pupils at Woodlands are confident and curious language learners. They can recall and apply key vocabulary, demonstrate accurate pronunciation, and make connections between English and French phonics. Through French, they develop cultural awareness, empathy and

an appreciation for diversity. Pupil voice, book monitoring and assessment evidence show that children enjoy MFL and are making clear progress across year groups.

By the end of Key Stage 2, pupils are able to understand and respond to simple spoken and written French, express their ideas and opinions, and demonstrate a strong foundation for further language learning in secondary school.

Review

This policy will be reviewed annually by the MFL Subject Leader in consultation with the Senior Leadership Team. Revisions will reflect any curriculum updates or assessment changes and ensure ongoing alignment with the School Development Plan.

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