



MFL Policy

ACORNS PRIMARY SCHOOL MFL POLICY

Acorns School is a primary special school for children with generic learning difficulties which includes: severe learning difficulties, profound and multiple learning difficulties, visual and hearing impaired and children with Autistic

Spectrum Disorder. Some pupils also exhibit challenging behaviour. The school is situated in Preston, Lancashire.

Aims

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 writing in the language studied.

Aims and objectives specific to Acorns also include:

- To foster an interest in learning another language;
- To introduce pupils to another language in a way that is interesting and fun;
- To make pupils aware that language has a structure, and that there are similarities and differences in the structures of different languages;
- To help pupils develop an awareness of cultural differences in other countries;
- To develop speaking and listening skills;
- To prepare them for future language-learning at secondary school.

Rationale/Purpose of Study

At Acorns we offer pupils of all abilities the opportunities to experience, explore and develop an interest in foreign languages and the wider world. In developing their interest, awareness and skills we strive to deliver MFL to all pupils in ways which are relevant, meaningful, motivating, and above all, fun! We currently teach French as our main curriculum language, but there are opportunities throughout the year for pupils to learn some other languages and to find out about other cultures in the variety of curriculum activities, and other cultural celebration days on offer.

Curriculum and School Organisation

The Acorns MFL curriculum has been tailored to Acorns Primary School, using the National Curriculum Programmes of Study, to provide activities which are differentiated appropriately to meet the needs and ages of the pupils, thereby ensuring progression as they move through the school. This curriculum map below is for 'formal' learners. The school has a 'layered' approach which is formed of **preformal, semi-formal, semi-formal bridge** and **formal** curriculums depending on the child. Teachers use their professional judgement and can take *elements* of the curriculum map to fit into bridge, semi-formal or pre-formal topics, as they wish.

Class Organisation and Teaching Styles

The class teacher is responsible for the delivery of MFL in their class following consultation with and/or guidance from the MFL subject leader.

The teacher delivering the lesson provides a balanced approach to the teaching of MFL using a combination of whole class group and individual work. The teacher is responsible for the planning and delivery of these activities ensuring the work is differentiated work to meet all abilities. The pupils at Acorns will mainly benefit from focusing on the speaking and listening elements of learning a foreign language, and this should be done through games, songs, fun activities, video clips and other motivating activities. Overlearning, revision and repetition are also key features of language-learning, and should be encouraged. Opportunities to do MFL on a cross-curricular regular basis, e.g. morning greetings and snack/social time should be encouraged, and give real purpose to learning a language.

Subject Content – please see annex 1 for more detail

KS1 (formal learners)

Teachers are encouraged to deliver the following topics as and when appropriate (non-statutory):

- Greetings
- Asking people how they are
- What's your name?
- Alphabet
- Colours
- How old are you?
- Months

KS2 (formal learners)

- Revision of KS1 language
- Numbers to 31
- When's your birthday?
- Days of the Week
- What's today's date?
- Do you have a pet?
- Brothers and sisters
- Where do you live?
- Places in town
- Directions
- At school • Classroom objects
- What's the time?
- What's the weather like?
- Cultural content
- PMLD/Sensory activities linked to French (please see annex 1)

Planning/Intent

The class teacher uses an overview of topics, knowledge and skills drawn from the DfE MFL Key Stage 2 Programme of Study to guide and inform their planning. Targets are set appropriate to the needs and ages of the pupils and evaluated at the end of a topic/module. The Subject Leader is responsible for ensuring that the topics, knowledge and skills are covered and that progress is accomplished by following the Acorns Schemes of Work.

Assessment and Recording

Ongoing assessment through teacher observation and recording of pupils' work informs evaluation of the termly targets and future target setting. Pupils' work is annotated (if written) and next steps are added if appropriate. In MFL, this will usually be in the form of positive comments and oral feedback, as most work will be speaking and listening. 'Evidence for Learning' allows staff to record pupils' work using pictures, videos and sound recordings and store this evidence of impact electronically. Teachers use the information contained in the termly assessments with regard to pupil's achievements and progress in this subject to inform them for core subject assessments using IEPs, 'B Squared' and 'Routes for Learning' at the end of each term, and this is reported to parents via parents' evenings, reviews and school reports.

Resources and Accommodation

A range of MFL resources, materials and books is available from the MFL subject leader or in the French box. Lists of key vocabulary are also available to help inform planning lessons. Many online resources are also available, such as songs, games and video clips, and some of these are detailed on the vocabulary lists.

Monitoring and Evaluation

It is the responsibility of the class teacher and the MFL leader to monitor and evaluate impact and pupil progress using IEPs and Evidence for Learning.

It is the responsibility of the MFL subject leader to: -

- Keep under review and make suggestions for the updating of the MFL equipment.
- Research the range of MFL materials appropriate to the needs of the pupils at Acorns School.

- Liaise with the head teacher, deputy head teacher and staff regarding the development of the teaching of MFL.
- Make a contribution to the school development plan.
- Review on a regular basis the implementation and impact of MFL at Acorns School (also in line with new government initiatives).

The MFL subject leader may be released from his/her classroom in order to work alongside other teachers. This enables the subject leader to:

- Support the teacher in the delivery of their MFL sessions.
- Monitor and evaluate the quality and impact of MFL throughout the school.

Opportunities for teachers to review the MFL schemes of work, policy and equipment are given during staff meetings.

Reporting to Parents

Evidence for Learning is a key way in which pupils' work can be viewed by parents. This software also allows for staff comments regarding impact and progress. Parents are welcome to discuss their children's work with the class teacher. A parents' evening is held in the summer term. This enables parents to discuss their child's achievements and progress. Each child has an annual review to which parents are invited to discuss their child's achievements and progress and to contribute to the setting of annual review targets. Parents receive a spring and an end of year report detailing the work covered by each pupil and the attainment specific to their son/daughter. Parents also have access to a weekly blog done by different classes in which some MFL activities may be documented.

Equal Opportunities

Multi-cultural aspects of MFL are covered within the MFL curriculum and addressed within other curricular areas whenever relevant. The whole school policy/charter on Equal Opportunities will be adhered to in all MFL activities.

Homework

It is our school policy to provide parents and carers with opportunities to work with their children at home. These activities may only be brief but are valuable in promoting children's learning in the subject. Activities, appropriate to the needs and ages of the pupils, are sent home as appropriate. These may be in the form of

listening, written pieces, sensory activities, research, use of websites, discussions and other activities, depending on the individual child's needs.

Reviewed Autumn Term 2025 by DC Worsley (MFL Lead)

Signed By:

L Hall Headteacher Date: October 2025

S Jukes Chair of Governors Date: October 2025

Next Review Date: September 2026

Annex 1

Acorns French Curriculum

To be followed by 'formal' learners – content may be accessed by 'pre-formal' and 'semi-formal' and 'semi-formal bridge' learners depending on ability and on the topics covered in their termly themes.

(All KS1 classes - non-statutory)	
Autumn	Greetings Saying goodbye Asking people how they are
Spring	What's your name? Alphabet Colours
Summer	Numbers 1 - 12 How old are you? Months Revision and consolidation

Year 3	
Autumn	Revision of KS1 Numbers 1 -31 When's your birthday?
Spring	Days of the week What's today's date? Do you have a pet?

Summer	Brothers and sisters Revision, consolidation and assessment.
Culture	Map and flag of France

Year 4		Year 5		Year 6	
Autumn	Revision of KS1 Greetings Saying goodbye Asking people how they are	Autumn	Revision of KS1 Numbers 1 -31 When's your birthday?	Autumn	Revision of KS1 Where do you live? Places in town
Spring	What's your name? Alphabet Colours	Spring	Days of the Week What's today's date? Do you have a pet?	Spring	Directions At school Classroom objects
Summer	How old are you? Months Numbers 1 - 31 Revision and consolidation and assessment.	Summer	Brothers and sisters Revision, consolidation and assessment.	Summer	What's the time? What's the weather like? Revision, consolidation and assessment.

Culture	French landmark e.g. Eiffel Tower		French food tasting		French-speaking countries
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Vocabulary lists, ideas and website links are on the shared drive.

For the 'Early Start French' packs – see MFL leader.

PMLD and Sensory Learners		
Key Stage/Year	Topic	Ideas
KS1 throughout	Greetings – bonjour and au revoir	Puppet, communication aids, Makaton, symbols, songs, video clips, small world play, etc.
KS1 R	French flag and colours – bleu, blanc, rouge	Sorting, mark-making, sticking, painting, etc.
KS1 Year 1	Food tasting	e.g. un croissant, un pain au chocolat, du pain, du fromage, du jus, de l'eau, etc. Symbols, PECS, making choices, communication aids, messy play, role-play, etc.
KS1 Year 2	Map and places	French map cut-out to explore, pictures and clips of France, make Eiffel Tower from blocks, etc.
KS2 throughout	Greetings – bonjour and au revoir	Puppet, communication aids, Makaton, symbols, songs, video clips, small world play, etc.
KS2 Year 3	Feelings – Ça va? and responses	Puppet, smiley faces, Makaton, choice of feelings cards, songs, videos, small world play, etc.
KS2 Year 4	Numbers 1 -5	Songs, sensory bingo, tactile numbers, counting objects, overwriting/mark-making, etc.

KS2 Year 5	Colours	Choice-making, mark-making, painting (e.g rainbow), coloured lights, overwriting/mark-making, etc.
KS2 Year 6	Pets – un chien, un chat, un poisson, un hamster, un oiseau	Choice-making, colouring and painting, toy animals, guessing games, video clips, animal noises, etc.