



Yeadon Westfield Junior School

MFL Policy

Written in consultation with staff. Curriculum leader: Judith O'Sullivan	January 2026
Review:	January 2029
Governors' Committee:	Teaching and Learning Jan 2026
Ratified at FGB:	Jan 2026

We welcome our duties under The Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the protected characteristics of all stakeholders including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race; religion and belief, sex or sexual orientation.

We recognise the Public Sector Equality Duty to assess the impact of our policies and practices on staff and pupils and take action to remove any obstacles identified across all areas of school life, including Policies.

We believe that every person has a fair and equal opportunity to succeed, regardless of their age, gender, ethnicity, ability or cultural or religious background, sexuality or disability. We embrace all aspects of global citizenship and community cohesion, promoting British Values throughout all aspects of school life, actively tackling prejudice or extreme views.

This school is committed to safeguarding and promoting the well-being of all children and expects our staff and volunteers to share this commitment.

Yeadon Westfield Junior School is required to keep and process certain information about its staff members and pupils in accordance with its legal obligations under the General Data Protection Regulation (GDPR). The school may, from time to time, be required to share personal information about its staff or pupils with other organisations, mainly the LA, other schools and educational bodies, and potentially children's services. This policy is written in line with our agreed policy for GDPR.

MODERN FOREIGN LANGUAGES POLICY



Rationale

Yeadon Westfield Junior School has adopted a whole school approach to the teaching of a foreign language: French to all KS2 pupils. We believe that many children enjoy learning to speak another language and that the earlier a child is exposed to a foreign language, the faster the language is acquired.

We also believe it is beneficial to introduce a new language to children whilst they are at primary school, as they tend to be less self-conscious about speaking aloud at this stage. This will enable progression with a foreign language at secondary school.

Aims

Our aim is to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning French:

- Speaking
- Listening
- Reading
- Writing
- Grammar

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between the foreign language they are learning and English. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

Implementation

Our whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

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 authentic writing in the language studied.

By the end of key stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine and masculine forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Organisation

French is taught in a whole-class setting by the class teacher and is therefore not reliant on one key member of staff.

Teachers plan their lessons using the Language Angels scheme of work and can supplement this with their own ideas and experience and those of their colleagues.

The lessons are designed to motivate, captivate and interest children from the first moment. 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.

Each class has a timetabled lesson of at least thirty minutes per week.

French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained.

French lessons can include:

- PowerPoints and interactive whiteboard materials
- Interactive games
- Songs & raps
- Worksheets (at different levels of challenge and scaffold) are used throughout each teaching unit
- Flashcards of key vocabulary and phonics

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar). Below is the long term plan of the units we will cover throughout KS2:

Year 3/4 Cycle A	Year 3/4 Cycle B	Year 5/6 Cycle A	Year 5/6 Cycle B
I'm learning French	Phonetics 2 Instruments	Phonetics 3 The Date	Phonetics 4 Family
Vegetables	Animals	My home	Planets
Seasons	Fruits	Habitats	Weather
I am able	Ice cream	Habitats	Weather
Phonetics 1 In the Classroom	Presenting myself	Clothes	At the Tearoom
Do you have a pet?	Goldilocks	At School	The Weekend

Resources

The Language Angels scheme is a fully online resource enabling all teachers in all classes to have instant and continuous access to all the resources they need to teach French.

Evidence of Teaching & Learning and Transition at End of Key Stage

Evidence of completed worksheets are kept in the French Folders in each class along with all paper assessments for the end of each unit. These folders are passed through the years and become a portfolio of the children's learning.

Assessment of Pupil Learning & Progression

Assessment of key learning skills takes place at the end of every unit of work to help teachers make a judgement on progression of individual pupils.

Monitoring and Review

The Subject Leader monitors the effectiveness of the language teaching provided throughout the school via regular observations, monitoring of class French folders and pupil voice, with feedback given to teachers delivering foreign language lessons.

This policy will be reviewed every 3 years taking on-board learnings specific to this scheme of work as well as MFL subject meetings with schools across our cluster (ALPT) in partnership with local secondary schools.