



Sand Hutton and Warthill Federated Schools

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Modern Foreign Languages (MFL) Policy

1. Introduction & Statutory Framework

At **Sand Hutton and Warthill** we believe that learning a foreign language provides a valuable educational, social, and cultural experience for all pupils.

Following the 2014 National Curriculum, the study of a modern foreign language is a **statutory requirement for all children throughout Key Stage 2 (Years 3–6)**. The chosen target language taught at our school is French.

2. Aims and Objectives

Our MFL curriculum aims to ensure that all KS2 pupils:

- **Understand and respond** to spoken and written language from a variety of authentic sources.
- **Speak with confidence, fluency, and spontaneity**, continually improving the accuracy of their pronunciation and intonation.
- **Write at varying length**, for different purposes and audiences, utilizing learned grammatical structures.
- **Discover and appreciate** a range of writing, stories, poems, and songs in the target language.
- **Foster cultural curiosity** and deepen their understanding of the world, promoting positive attitudes toward religious and cultural diversity.

3. Curriculum Implementation

- **Time Allocation:** MFL is taught in a weekly, dedicated session lasting approximately 30-40 minutes per week.
- **Scheme of Work:** We follow the twinkl units. This ensures a sequential, progressive build-up of knowledge and vocabulary while allowing for the 4 year rolling programme at WH and the 2 and 3 year programme at Sand Hutton.
- **Core Pillars:** Lessons balance the four core language skills:
 - **Listening:** Responding to spoken language, songs, and audio tracks.

- **Speaking:** Engaging in conversations, asking/answering questions, and roleplay.
- **Reading:** Understanding words, phrases, and short texts.
- **Writing:** Writing simple phrases, sentences, and paragraphs over time.
- **Grammar & Phonics:** Core grammatical structures and sound-spelling patterns (phonics) are explicitly woven into topics to allow pupils to build structural independence.
- **Cross-Curricular & Enrichment:** Where appropriate, languages are integrated into daily routines (e.g., register calls, simple commands). We also celebrate cultural events like international food days or national celebrations.

4. Inclusion and SEND

We teach MFL to all children, regardless of their ability or individual needs, providing a highly inclusive learning environment.

- Scaffolded tasks slice complex concepts into smaller steps.
- Visual cues and dual coding support vocabulary retrieval.
- Peer-to-peer activities offer collaborative verbal practice.
- Assistive technology such as ipads to support with pronunciation and recording

5. Assessment and Recording

- **Formative Assessment:** Teachers assess progress continuously during lessons through observation, verbal feedback, and low-stakes quizzes.
- **Summative Assessment:** At the end of each unit, pupil progression across the core skills is evaluated using more formal quizzes and videos of spoken units such as weather forecast, café visits
- **Reporting:** Pupil attainment in MFL is communicated to parents/carers in the annual end-of-year school report.

6. Role of the Subject Leader

The MFL Subject Leader is responsible for:

- Ensuring full coverage of the KS2 National Curriculum.
- Supporting staff by sharing high-quality resources and leading professional development.
- Monitoring teaching and learning through book looks, lesson drop-ins, and pupil voice.
- Maintaining and updating the subject development plan.

Policy Date: September 2026]

Review Cycle: Every 2 years

Next Review Date: September 2028