



MFL Policy

Mersea Island School

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Mersea Island School

Policy for MFL

Sharing our vision

Mersea Island School is proud to be at the heart of our island community. We recognise the importance of strong partnerships and work together, closely, with all members of our community to provide our pupils with a wide range of learning opportunities, both within and beyond the school setting. Our school culture is founded on the belief that every child has the capacity to be successful. We believe learning should be enjoyable and memorable and embrace the creative aspects of the curriculum.

Our curriculum drivers are based on:

C ommunity

A spiration

R espect

E njoyment

At our school we care about each and every child and their family. We pride ourselves on the strength of our relationships and we encourage open and honest conversation which is based on mutual respect and a shared view that every child leaves us having achieved the very best they possibly can. We equip our pupils with the necessary life skills to be successful, kind and respectful members of the wider world.

Rationale for Modern Foreign Languages

At Mersea Island School, we want our children to develop their linguistic competence; explore the different sounds that the language has to offer, notice the similarities and differences between their own language and the foreign one. Learning a new language should be seen as a life-long skill; it opens up avenues of communication and exploration as well as promoting, encouraging and instilling a broader cultural understanding.

Intent

To build a MFL curriculum, which develops learning and results in the acquisition of knowledge and skills which enables children to access the wider curriculum and to prepare children to be a global citizen now and in their future roles within a global community. Children will know more,

remember more and understand more. As a result children will develop the knowledge to be able to communicate in another language other than English.

Implementation

All pupils in KS2 learn languages for no less than 30 minutes per week. This time is made up of a combination of dedicated language lessons and cross-curricular activities. French is taught by the class teacher as we consider this to be important in allowing the teacher to follow up throughout the week providing the constant revision needed for effective language learning. This can take the form of short revision sessions or using the language learnt in other curriculum areas. For example registration time can be used to reinforce vocabulary already learned. Teachers plan their lessons using the schemes of work provided by the MFL Subject Lead. The lessons are designed to motivate, captivate and interest children from the first moment. We recognise that language learning in its broadest sense has three core strands - oracy, literacy and intercultural understanding. We also recognise that children should be encouraged to apply their knowledge through role-plays.

Impact

Children will know more and remember more about MFL. They will recognise and apply key French vocabulary verbally, write short role-plays applying what they have learnt in class. The large majority of children will achieve age related expectations by the end of the year.

What should you expect to see in the learning environment?

In Year 3,4,5 and 6

Key vocabulary displayed in the classroom. Children should be actively speaking to each other in French, practising key vocabulary and sentences. Using Linguascope as a main resource and children taking part in activities on the IWB.

Children should be working in groups, writing their role-plays together and given the opportunity to rehearse regularly in order to memorise their phrases.

Children should use the language with confidence and the correct intonation.

What should you expect to see in the books?

As the work is mostly based on spoken communication, preparation for the final assessment alongside practice worksheets will be in folders. Recording of role-plays should be done using the teacher's ipad and shared with the MFL Subject Lead.



The Curriculum

Year 3

In Year 3, children should be getting familiar with new sounds, patterns, listening to French songs and rhymes. They should be able to understand simple vocabulary and answer simple questions. They should appreciate very simple stories and recognise key vocabulary already taught.

Year 4

In Year 4, children should carry on familiarising themselves with new sounds and patterns. Speak in sentences using familiar vocabulary, phrases and basic language structures.

They should begin developing accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

Year 5

In Year 5, as the language is becoming more familiar, they should be able to recall familiar vocabulary and use it in different contexts, they should be able to present ideas and information orally to a range of audiences. They should broaden their vocabulary and develop their ability to understand new words according to the context.

Year 6

In Year 6, they will begin to notice the grammatical differences between English and French (subject/verb agreement, feminine/masculine/plural), they will also notice that some words in English are derived from French (originally Latin). They write phrases from memory, and adapt these to create new sentences and express an opinion. They learn longer passages in French and are able to create more complex role-plays.

Planning

All year groups were provided with new schemes of work alongside examples of assessments, vocabulary and resources in order to facilitate their termly planning. Schemes of work will always be provided by the MFL Subject Lead in order to ensure consistency and progression throughout KS2.

Cross-curricular links

English – Currently 40% of English words originate from France, alongside a range of idioms and expressions. By teaching French, children should begin to notice the link between the languages.

Maths – Numbers are taught in Year 3, 4 and 5 and practised regularly. Maths activities using basic additions and subtractions are used on Linguascope.

Information and Communication Technology (ICT) – Linguascope is the main resource to teach French, it has to be used on IWB and children will need to come to the board to complete some of the activities.

The teaching of MFL to children with SEND

Teaching languages can be daunting for some children but also an opportunity for them to flourish as it is a new subject. The teaching of MFL always starts with basic vocabulary, children are given the opportunity to remember 3, 5 or 10 words depending on their ability. Differentiated assessments are tailored to their needs and modelled by their teacher (all assessments are provided by the MFL Subject Lead)

Recording and Presentation

The recording of assessments should be done on paper and put in a folder as part of the children's written evidence.

Presentations should be done orally and recorded on ipads.

Marking and Feedback

Oral feedback should be given to each group after they have performed their role-play. It is important for the children to have the correct pronunciation modelled by the teacher if mistakes have been made.

Minimal amount of guidance should be given to the children whilst preparing for their assessment, vocabulary and phrases should be practised and mastered prior to assessment.

Assessment

At Mersea Island School we recognise that effective Assessment for Learning (AfL) lies at the heart of a mastery curriculum. The assessment procedures within our school encompass:

Short term assessments –



Weekly feedback should be given to the children on their pronunciation and intonation. Their ability to remember longer sentences should be praised.

Medium term assessments –

Children should write and perform a role-play every half term in order to demonstrate their ability to remember what they have learnt.

Long term assessments –

Although children do not have long term assessments, it is crucial that the majority of what they have learnt during the year is embedded and the skills learnt in previous years serve as a solid base, ready for new learning to take place.

Reporting

Reporting for MFL is done once a year through a colour coded system (RAG); feedback should be given to parents during parent meetings.

Monitoring

Monitoring for MFL includes:

Subject lead observations

Support offered & given by subject led

Planning for each year group is provided

Pupil voice

Sample of role-plays

Equality

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that challenge discriminatory behaviour and language;
- The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles.

This policy should be read in conjunction with the following policies:

Assessment, Marking and Feedback Policy, EAL Policy, Equalities Policy, SEND Policy, Disadvantaged Policy, Looked After Children Policy & Policy for Gifted, Talented & More Able Pupils.

This policy was reviewed and revised on: 9th February 2023

By: Nathalie Wyatt (Subject Lead)

Renewal date: March 2023

