



MFL at Grange View CE First School

This is a guide for anyone who is visiting Grange View C.E First School to explain our approach to MFL in school. *Updated January 2026*



OUR INTENT: Why our MFL Curriculum looks like this.

Our aim is to provide high quality MFL education which equips children to develop oracy skills and understand different cultures and societies regardless of their starting points in life. At Grange View we expose our pupils to French, building their simple conversational language to communicate with others outside of their community. We want our children to be able to operate in the 21st century using their transferable language learning strategies and inclusive attitudes.

It is important for the children to understand that the world that they live in is vibrant and full of lots of different communities. As we believe it is important for the children to learn about other cultures and communities through MFL, we celebrate the European Day of Languages annually. Through this, the children learn about the language, culture and lifestyle of these countries.

Planning

Our curriculum planning follows a two year rolling cycle to accommodate mixed year classes. The topics have been chosen based on the new curriculum and ensuring the themes are engaging and interesting to the children.

The MFL focus for each term has been mapped out to ensure that all areas of the MFL curriculum are covered on a yearly cycle and have been sequenced methodically so that they support and enhance the curriculum topic being taught where possible, whilst building on previous knowledge and skills.

Skills progression:

Our progression of skills has been created as a staff to ensure we are all confident in the expectations and key skills needed to be achieved by the end of the year for our pupils.

This allows for effective progression to take place throughout the school, with learning well matched to the pupils age and attainment.

SUBJECT SPOTLIGHT - European Day of Languages (September)

We celebrate European Day of Languages (EDL) in our school as a way of developing our understanding and skills in Modern Foreign Languages. Each year we choose a different European country to celebrate and the children come into school dressed in an outfit based around that country.

Throughout the day each class will complete many activities, including learning some of the language, trying their food and learning a traditional dance or other Arts based learning based around the European Country we are focusing on. We come together as a school at the end of the day to share what we have been doing.

The children compare similarities and differences with these cultures

French

At Grange View we teach French as our discrete MFL lesson weekly. This gives the children a head start in their language skills for later life. It is the same language to that covered at the feeder high school which we think is beneficial for developing their language skills.

Time

In KS2 we teach MFL discretely for 50 minutes once a week.

Sometimes MFL can link in and support other areas of the curriculum and has a greater focus during EDL.

Resources:

Our main activities and planning comes from Language Angels for EY, KS1 and 2. Our main teaching is delivered through verbal games, visual resources and practical activities as well. Application in written form is applied in KS2.

EYFS and KS1

EYFS and KS1 do not have discrete MFL lessons. They learn about the language of our celebrated EDL country each year and revisit the key vocabulary they learnt on that day over the year.

KS1 listen to Traditional Tales and Songs in French throughout the year and learn some basic phrases using Language Angels.

Assessment:

Languages is a very practical and orally taught subject, through each unit of learning a series of assessment for learning techniques will be used such as no stakes quizzes, show me boards and exit tickets to determine what the children have retained and understood. Formative assessment throughout the lesson will inform the future learning for the children, with adaptations being made where necessary to meet the needs of all. At the end of a unit a pop task will be used to encourage the children to showcase and apply their learning of the language in relation to the intended outcomes.

Where it all begins: Early Years Starting points.

Languages is an area of the curriculum that the children enter with very little awareness of, it is not a priority or focus within the Early Learning goals. Having said that, throughout their time in the early years, they are provided with a range of experiences. In September, they use European Day of Languages to explore other countries and understand on a simple level how people in the world may speak differently to us. Then throughout the year they learn different ways to say hello from other countries and use this to greet each other during the morning register. Songs and rhymes may also be played within the continuous provision to broaden their awareness of other languages and cultures, this supports their knowledge and understanding of the world.

Q of E - Pedagogical choices

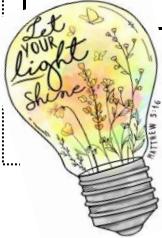
- A mixture of practical tasks and engaging resources, with repetition of phrases to embed knowledge in the long term.
- Discrete skills lessons are taught weekly alongside opportunities to apply in contexts such as counting daily mile laps and recording the daily weather.
- Aspects such as written application of the language are taught in pairs to encourage collaboration and peer support
- Awareness of the language is built through the earlier phases to create a foundation to build upon in KS2.

Q of E - SEND provision

- A range of resources are used to meet all learning styles, with SEND being able to engage in the oral repetition of phrases, practical games and media displays.
- A vast majority of learning takes place in mixed ability pairs, to ensure that support and challenge is available and peer support is encouraged.
- Practical tasks are used throughout the curriculum to support and engage the slower graspers and help all to engage and learn a language which is a more abstract concept.

Implementation: How are they knowing more and remembering more?

Quality of Education	Languages are such an interesting and unusual skill that at Grange View we are keen to enable every child to flourish and thrive and be exposed to life outside of their community. The long term plan has been carefully planned to ensure a spiral approach to each concept, revisiting skills in subsequent years in different contexts. Wherever possible, links to the termly theme have been made to give learning a meaningful context and purpose. The teaching staff in KS2 have a basic awareness of the language and use you tube videos to help further develop their pronunciation, the S plan for MFL identified the national curriculum content being covered in each term which acts as a great point of reference for prior learning and building on previous skills for the children. Sequences of work are planned with the end goal in mind, fostering a mastery approach of small steps with learning carefully sequenced to build skills gradually upon prior learning. Assessment takes place within the lesson, with teachers adapting their teaching in future lessons to address misconceptions and check understanding. Using a mixture of discrete learning and then practical tasks and daily application the children's awareness of the language builds gradually, it is intended that these skills and concepts become an asset to their life long learning. The progression of the subject throughout the school and consideration of teaching materials have been carefully considered to ensure the children have a breadth of knowledge to enhance their cultural capital.
Behaviour and Attitudes	Languages is an area of the curriculum the pupils really enjoy because it is different and unique. They have a safe and secure environment to explore and develop their knowledge and regular opportunities to apply and reinforce their language. Collaborative working encourages our core values of friendship, trust and respect, having to work together on a shared goal. Class dojo and verbal praise is always used as incentives and rewards as well as having a carefully planned and structured learning experience to ensure all can engage and succeed in each lesson.
Personal Development	Languages isn't specifically an area that we get to share with parents as much as other subjects, however EDL always allows us to celebrate through social media posts and newspaper articles what we have been doing. Parent's know through our subject page on the website what we are covering in the long term, with useful websites to enhance the children's learning at home. The curriculum has been planned with a breadth that raises aspirations and provides a range of opportunities. Through partner work, vocabulary development and the challenging learning process with languages, the children build their tolerance and respect for others' contributions and other cultures. Whenever possible, examples of other country's achievements are shared with the pupils to build awareness of British values, equality and diversity – this is often through pictures news or Newsround – this often presents opportunities for debate and discussions also. High quality texts are shared with the children to support their awareness of events in other countries and awareness of other cultures, traditional tales in other languages are also listened to interactively.
Leadership and Management	MFL is monitored through pupil voice termly with the children being able to articulate aspects of their learning and give examples of vocabulary they have learnt and applied. Discrete learning is evidenced through individual French folders and the pupils can use these to recount their learning, the important vocabulary and activities that supported their learning. Like with all subjects, an action plan is written each year for languages, this focussed on key priorities that are planned into the SIP. Annually, we celebrate European Day of Languages, raising awareness further of other cultures and languages. The subject leader has joined the relevant language association and has regular professional discussions with partnership colleagues to stay up to date on development and good practice. Interventions are not as commonly implemented for MFL, however if areas are found to be less secure, class teacher planning will be amended to address misconceptions or gaps in knowledge. Governors are informed termly of subject developments, with termly meetings taking place with the link governor sharing successes, areas for development or key priorities.
Early Years	Languages is not a statutory part of the Early Years curriculum, however we feel it has wealth in broadening the children's Knowledge and Understanding of the world and CLL aspects. This ensure that not only do the pupils use other languages daily they see a relevant purpose for it. Learning experiences are planned out throughout the terms to support the learning of other countries greeting and allow for exploration. Every day, prior learning is being built upon with planned repetition of tasks and opportunities during the register. The pupils have their curiosity sparked during European Day of Languages where they become aware of other countries in the world and how they are different to others in how they speak and act. This simple awareness of other countries, exposure to songs and awareness of greetings provides a useful foundation for further learning in other years. KS1 are able to then build upon this greater, listening to traditional tales and further songs to expose them to French vocabulary ready to learn in discrete lessons in KS2.



What is it like to be a pupil at Grange View studying Languages on a daily basis?

Languages is something we like to promote and celebrate at Grange View, it is celebrated as a spotlight subject at the start of the academic year and then built gradually throughout the school so that children are aware of its wealth. A range of interactive games, online stories, games, videos, songs and practical activities are used to engage and interest all pupils.