



## **MFL KS1 and KS2 Framework**

This **MFL KS1 and KS2 Framework** outlines the provision for Modern Foreign Languages (MFL) at Key Stages 1 and 2. It ensures consistency and quality in language teaching, aligned with the Department for Education (DfE) statutory guidance and Ofsted expectations. This framework supports our commitment to fostering linguistic competency, cultural awareness, and a lifelong love of learning languages.

### **Introduction**

#### **Purpose of the Framework**

- To ensure a structured and high-quality approach to the teaching of MFL in KS1 and KS2.
- To promote pupils' curiosity, broaden their cultural understanding, and enable them to express ideas and thoughts in another language.

#### **Statutory Context**

- Aligning with the **DfE National Curriculum in England 2014**, MFL is a statutory requirement at KS2. Though MFL is not statutory at KS1, this policy reflects our commitment to early language exposure where feasible.
- In KS2, pupils should:
  - Understand and respond to spoken and written language.
  - Speak with confidence and fluency.
  - Develop accurate pronunciation and intonation.
  - Write for different purposes and audiences.
  - Appreciate different cultures and traditions.
- Refers to **Ofsted's Education Inspection Framework (EIF)** (September 2019). Language teaching is evaluated under the Quality of Education, particularly curriculum intent, implementation, and impact.

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## **Vision and Aims**

### **Vision Statement**

Our MFL provision equips all pupils with the foundations for learning a foreign language, enabling them to communicate confidently, deepen their understanding of other cultures, and foster global citizenship.

### **Aims**

- To develop linguistic competence and confidence in speaking, listening, reading, and writing.
- To stimulate pupils' curiosity about the world and appreciate diversity.
- To prepare pupils for language learning at KS3 and beyond by instilling transferable skills.

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## **Organisation of the MFL Curriculum**

### **Languages Offered**

- The primary language in KS2 is [French], chosen to ensure continuity with feeder secondary schools and cultural enrichment.

- KS1 (where applicable): Incorporation of broader language exposure and cultural themes through games, songs, rhymes, and storytelling.

#### **Time Allocation**

- A minimum of 30–40 minutes of MFL per week in KS2, as per DfE recommendations.
- Incorporation of MFL into cross-curricular learning (e.g., songs in language lessons, integrating cultural lessons into geography or art).

#### **Key Stage 1 (KS1) Focus**

- Exposure to languages in an informal manner using songs, rhymes, and cultural stories to develop phonological awareness and a positive attitude towards learning languages.

#### **Key Stage 2 (KS2) Focus**

- Structured progression in skills: speaking, listening, reading, and writing.
- Formal and fun activities to develop grammatical awareness, vocabulary acquisition, and cultural understanding.
- Regular opportunities to practise language in context through spoken interaction and creative writing tasks.

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### **Curriculum Content**

#### **Progression Map**

- Ensure progression from **simple phrases and vocabulary** in Year 3 to **short paragraphs expressing opinions** by Year 6, following the *DfE Programme of Study (2014)* for KS2 MFL.
- Integration of vocabulary, grammar, and cultural themes at all levels.

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#### **Listening and Speaking**

- Listening to native speakers through audio/visual resources.
- Opportunities for oral practice in pairs, groups, and teacher-led sessions.
- Development of accurate pronunciation and intonation.

#### **Reading and Writing**

- Exposure to age-appropriate written texts: labels, stories, emails, and non-fiction.
- Development of basic writing skills, moving to simple sentences and eventually producing short texts.

#### **Grammar**

- Teaching basic grammar concepts, such as gender of nouns, singular/plural forms, word order, and key verb conjugations.

#### **Intercultural Understanding**

- Exploring traditions, celebrations, and daily life in countries where the target language is spoken.
- Opportunities for cross-curricular learning through themed cultural projects.

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### **Teaching and Learning Approach**

#### **Principles of Effective MFL Teaching**

- Utilising the **Ofsted guidance on curriculum design**: sequenced learning steps and building on prior knowledge.
- Embedding interactive, context-based activities to foster engagement and motivation.

- Regular use and application of vocabulary in meaningful contexts.

### **Differentiation and Inclusion**

- Supporting pupils with SEND and EAL to fully participate in MFL lessons, including scaffolding and adapted teaching strategies.
- Providing stretch and challenge opportunities for more able linguists.
- Celebrating the diversity of home languages and recognising bilingual pupils' achievements.

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### **Assessment**

#### **Formative Assessment**

- Regular use of questioning, self-assessment, peer feedback, and teacher observation during lessons to support ongoing learning.

#### **Summative Assessment**

- Termly assessment of pupils' progress in listening, speaking, reading, and writing skills.
- Use of checklists to track attainment against **age-related expectations** (referencing the DfE KS2 Programme of Study).
- Transition reports to ensure smooth progression to KS3 language programmes.

#### **Monitoring and Evaluation**

- Learning walks, lesson observations, and book scrutinies by MFL leads and SLT.
- Feedback to teachers to ensure quality and consistency across the school.

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### **Professional Development**

- Regular CPD in effective MFL pedagogy and curriculum design.
- Opportunities for collaborative planning and resource-sharing within teaching teams.

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### **Parental Engagement**

- Informing and involving parents in their children's language learning through newsletters, charters, and celebration events.
- Sharing progress via pupil reports and parent-teacher meetings.

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### **Resources**

- Investment in age-appropriate quality resources such as textbooks, online platforms, and language games.
- Access to high-quality native speaker materials, including video and audio resources.
- Use of IT tools such as apps, interactive whiteboards, and videos to enhance teaching.

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### **Safeguarding and E-Safety in MFL**

- Ensuring all online resources are vetted for appropriateness and safety.
- Monitoring pupil interactions in online language learning tools.

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### **Policy Review**

- This policy will be reviewed every [ 2 years] to ensure alignment with DfE and Ofsted updates and school priorities.

- Feedback will be sought from stakeholders, including pupils, staff, and parents, to inform future revisions.

*Approved by: [headteacher or governing body name]*

*Last reviewed on: [insert date]*