# How we teach Modern Foreign Languages at Tudor School

TUDOR PRIMARY SCHOOL

Updated: Autumn 2026

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**Mission Statement**

**Together we create a happy and caring community where all our children love to learn and want to achieve.**

*"Languages are an essential part of a broad, balanced curriculum. Not only do they provide an opportunity to communicate more effectively with others, they also help children to understand what it is to be a global citizen. This includes the importance of tolerance and understanding, which is crucial knowledge in today's world. "*

## Modern Foreign Languages at Tudor Primary School

Our aim at Tudor, which is at the heart of the programme of study for KS2, is to develop an enthusiastic and positive attitude to other languages and language learning. We hope to encourage a life-long learning of languages among our pupils in order to enhance their understanding of the world. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

We believe that to accomplish this, we should help the children to do all of the following:

- familiarise themselves with the sounds and written form of a modern foreign language;
- begin to understand a new language, and communicate in it;
- make comparisons between languages;
- learn about different countries and their people, and work with materials from different countries and communities, thus increasing their awareness of other cultures;
- develop a positive attitude towards the learning of foreign languages in general;
- use their knowledge of the foreign language with growing confidence, both to understand what they hear and read, and to express themselves in different ways;
- acquire, through all of the above, a sound basis for further study at Key Stage 3 and beyond.

We also believe that positive attitudes towards MFL for children should be developed by staff who are confident in the MFL curriculum and how to deliver this in a lesson. Learning languages should be fun and engaging for all, staff as well as pupils. Pupils and Staff are on the learning journey together with languages.

**Which Languages are studied at Tudor and when?**

Our chosen language of French will be taught in 30/40 minute weekly sessions across KS2. Using the Twinkl Scheme of work and resources children will develop skills through regularly taught and well-planned weekly lessons by class teachers and/or by PPA cover. Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and skills knowledge organised around age-appropriate topics.

# How is MFL taught at Tudor School?

At Tudor primary school we use the Twinkl PlanIt scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils are expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

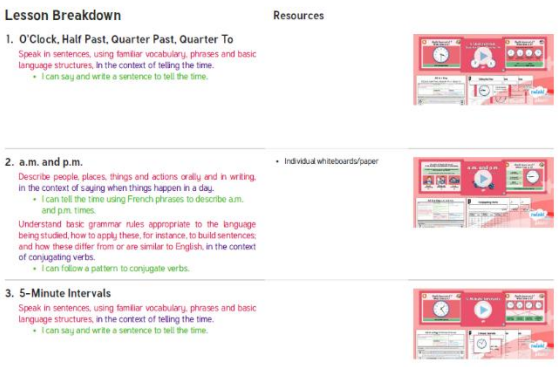
The intent is that all content will be continuously updated and reviewed annually, creating a dynamic programme of study that will be clearly outlined in both long-term and short-term planning. This will ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase and, in so doing, will always be relevant and in line with meeting or exceeding national DfE requirements.

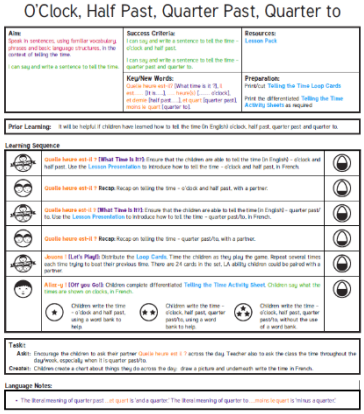
The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary grammar will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas. In addition, the children will be taught how to look up and research language they are unsure of and they will have a bank of resources to help them with their spoken and written tasks going forward.

**Scheme of Work**

| | Autumn | Spring | Summer |
|---|---|---|---|
| **Year 3** | Getting to know you/All About me | Food Glorious Food/ Family and Friends | Our School/Time |
| **Year 4** | All around Town/On the move | Going shopping/Where in the world? | What's the time? / Holidays and Hobbies |
| **Year 5** | Pleased to meet you/ All about ourselves | That's tasty/Family and Friends | School Life/Time Travelling |
| **Year 6** | Let's visit a French town/ Lets go shopping | This is France | All in a day (Our precious planet) |

The scheme provides staff with a unit overview and individual lesson plans and resources to use for each topic. These can then be adapted by staff and coverage is shown on the year group Curriculum Maps.



## How do we support SEND learners?

At Tudor we endeavour to ensure every child, no matter what their individual needs or barriers to learning are, has equal access to learning and the same opportunities to achieve. The curriculum is designed to be ambitious and meet the needs of all pupils. In MFL we ensure that children with additional needs are supported, and lessons are adapted to overcome possible barriers to learning in a variety of ways, including:

- Using multi-sensory approaches to teaching and learning, including the use of information and communications technology (ICT)
- Use of visual aids e.g., vocabulary mats, checklists
- Over learning
- Additional adult support
- Resources to support individual physical needs
- Use of learning partners
- Having a variety of resources and materials accessible to all
- Tasks and activities being simplified/adjusted as required
- Alternative ways to record ideas e.g., voice recorders, Clicker, Seesaw
- Scaffolding of tasks e.g., use of writing frames, question prompts

## Resources

Here at Tudor it is important that staff and students have easy access to a wide range of resources.

The MFL resource Shelf (Located in the work room in KS2 building) contains:

- 15 French/English Bi lingual dictionaries
- French story Books
- Resources to support the topics.
- Sign language posters and story books.

Staff and pupils also have access to translator apps on the Ipads and Chrome books. School Membership to Twinkl to access the scheme of work resources is provided. Teachers and TAs are responsible for making resources, provided with the scheme of work, that can be used in the future to build a year group bank of resources to use with the topic. The school library has multiple bi lingual story books for a range of different languages.

## How do we teach MFL in EYFS

'Understanding The World' and 'Communication and Language' are both area of learning which relate to MFL. Although it is not statutory for children in the foundation stage to learn a language, we feel it is important to provide them with the opportunities to hear other languages spoken and to discover different cultures. Children take part in age appropriate British Sign Language and Makaton activities during Sign Language Week. These signs are then used throughout the setting voluntarily by the children.

# What do MFL lessons look like at Tudor?

## What MFL looks like across KS1

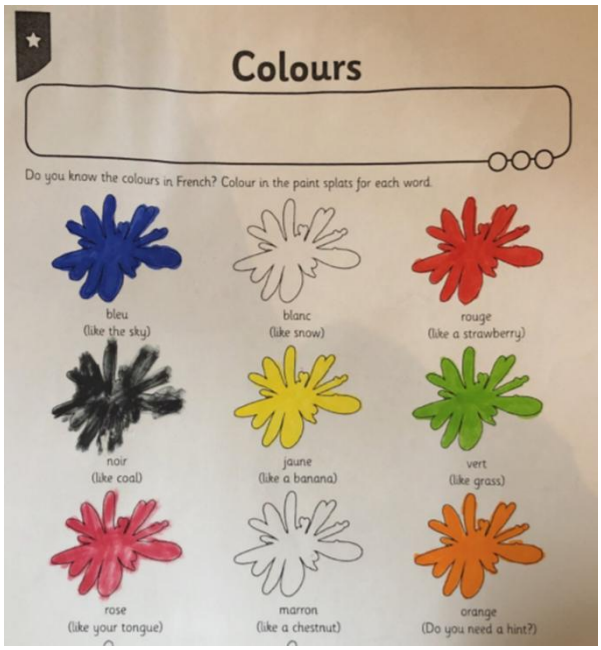
Although it is not statutory for children in Key Stage 1 to learn a language, we feel it is important to provide them with the opportunities to hear other languages spoken and to discover different cultures.

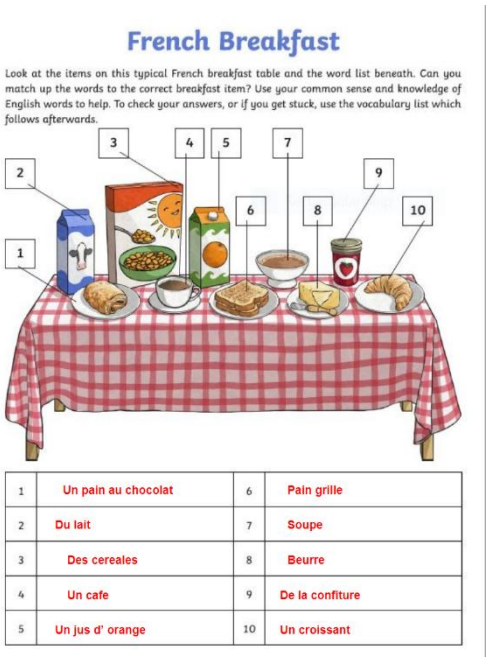
Some examples have been:
Answering the register in French and simple dialogue.
Cross curricular work eg. Computing, creating Matisse images
Termly French story time or rhyme time
How do cultures celebrate Christmas? Greetings used at that time.
British Sign Language activities during Sign Language Week

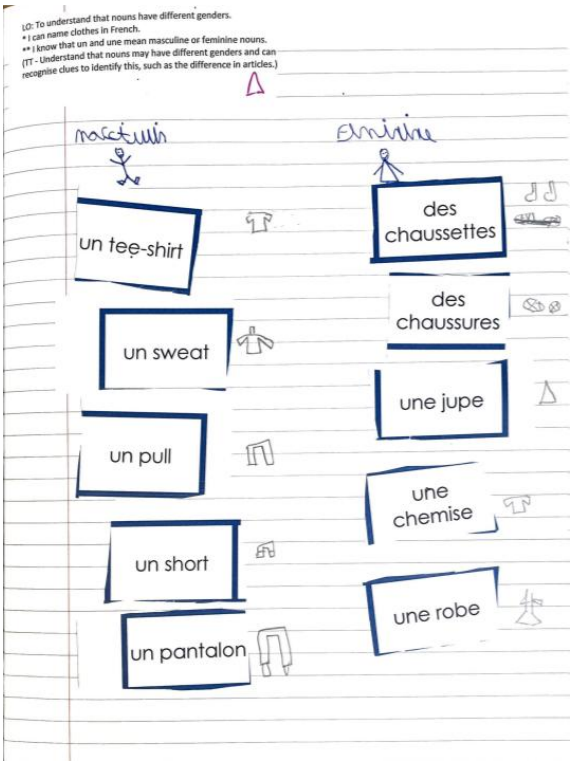
## What MFL looks like across KS2

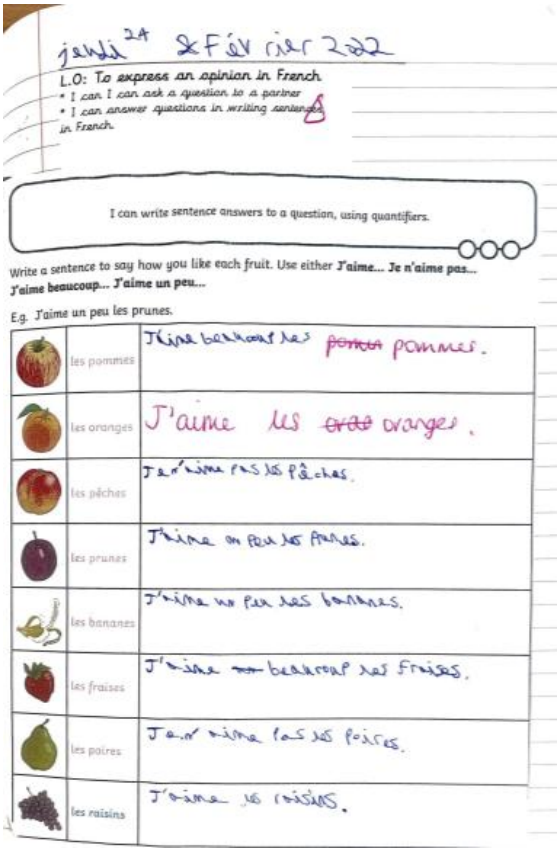
In KS2 our lessons help children to build on prior knowledge alongside the introduction of new skills. The focus in LKS2 is to work on creating an enthusiasm for language learning through focusing on vocabulary building and oracy through songs and games.

## LKS2 Examples of work



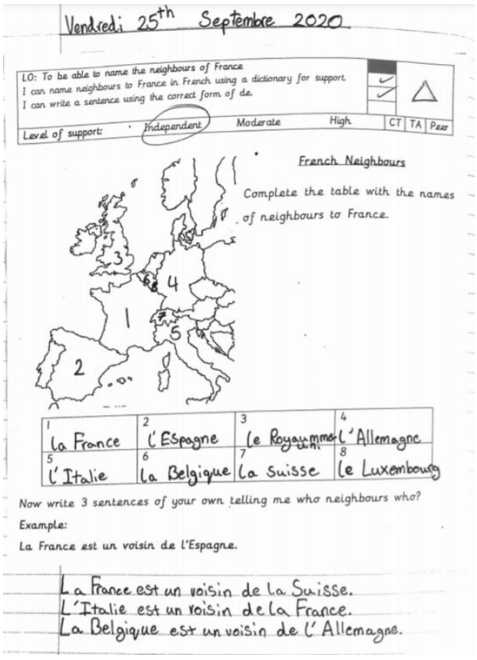



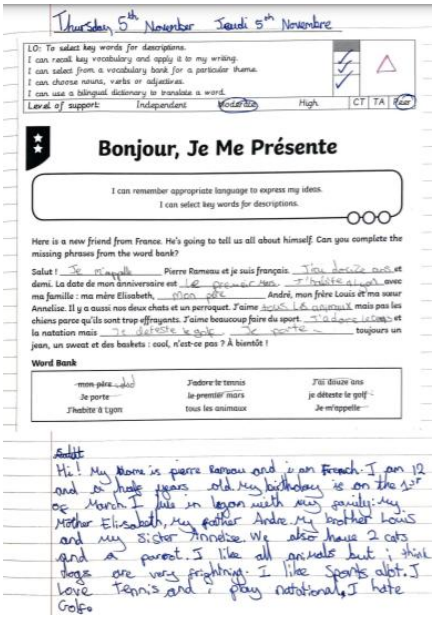



## UKS2 Examples of work

The focus in UKS2 is to build on the vocabulary and basic writing and grammar skills from LKS2. Children revisit topics and are supported in developing their written French work and developing a secure pronunciation of French when speaking.






## Tudor Languages Day

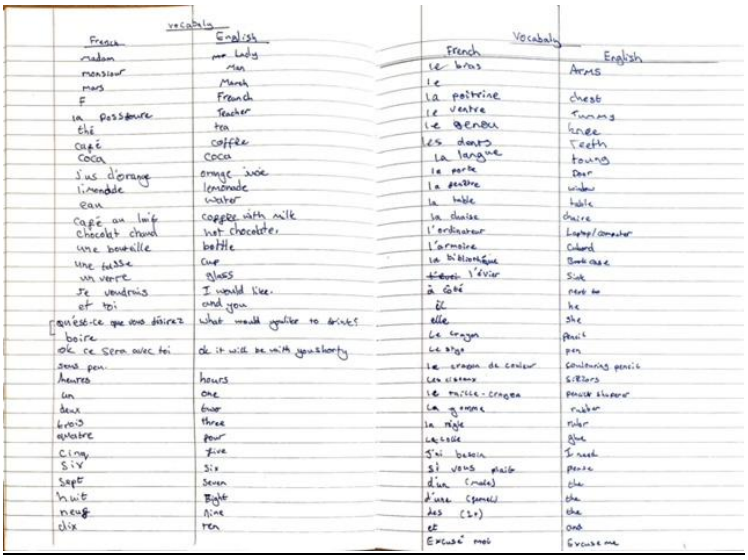
Bi-annually the school partake in a Languages day in September. Each class takes a chosen language and the children explore the language and the cultures and countries where the language is spoken. Activities such as songs, art, map work and vocabulary games are used to widen the children's knowledge of languages around the world. We encourage parental involvement to share the diverse numbers of languages spoken in the "Tudor" community.

## Tudor Sign Language Week

The school take part bi- annually in the British Sign Language Week in March. Each class is given a focus topic relevant to their age to focus on. Pupils are encouraged to use sign language taught and learnt in their everyday tasks after the week for example during registrations, small group work. Recognising its importance of developing communication with all within the community.

## Recording MFL across the school

All KS2 pupils are given a pink lined book in Year 3 which follows them through the school up to Year 6. This enables the children's language learning journey to follow them as they grow. Children are able to look back at previous learning for vocabulary or support in creating written sentences in French. Children are also encouraged to create a personal dictionary at the back of their book to record any vocabulary they come across and translate in addition to vocabulary covered in lessons. Teachers are also encouraged to record pupils using ipads, or microphones speaking in French.



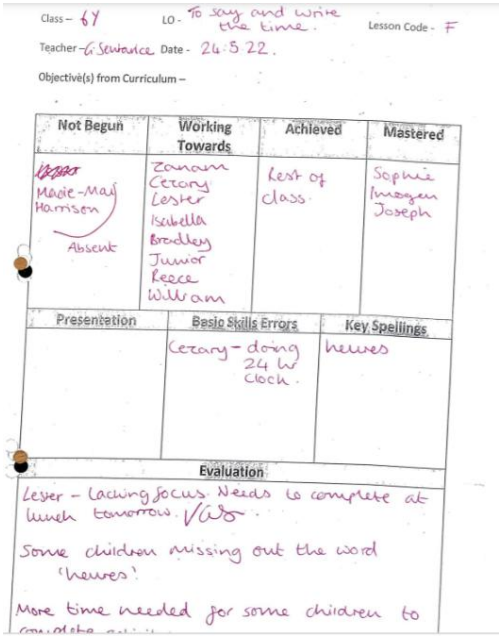



Impact can also be measured through key questioning skills built into lessons, child-led assessment such as Learning Objectives and success criteria shared with the children and summative assessments aimed at targeting next steps in learning.

## How do we monitor and assess MFL at Tudor?

At Tudor we assess children's progress through Sonar Assessment Tracker at the end of each term. Using Sonar Assessment Tracker, the MFL subject lead can compare classes and year groups across the school to monitor Tudor's overall progress and focus on specific groups, for example boys, girls, SEN and PPG. We are able to clearly see where that child is working at based on the evidence collected using a combination of the National Curriculum statements and the Tudor "Assessing Across the Curriculum" document.

**During and after lesson assessment**
To assess the children during or after the lesson at Tudor we use feedback sheets. These allow us to clearly assess how well the children understood the concept being taught. The sheets also allow us to evaluate the lesson and makes clear any misconceptions that can be addressed next lesson.







The Scheme of work also provides a clear progression map to show the progression of skills and knowledge from year 3 to year 6 linked to the National Curriculum Objectives. This is used alongside the Tudor "Assessing Across the Curriculum – MFL".

## Action Planning:

The current situation of MFL at Tudor school is one of continued progression in the quality of French being taught and learnt in the school. Children speak confidently and with enthusiasm for the subject and what they are doing in class. Teachers refer to the scheme of work and cross reference this with the National Curriculum, the Tudor "Assessing Across the Curriculum" document to ensure a thorough coverage.
There has also been a significant enthusiasm for the use of BSL and Makaton in our classes after the children took part in the national British Sign Language Week. Some thing we wish to build on each year.

Throughout the academic year of 2026-2027 as subject lead I will continue to ensure that there is good quality French taught across KS2 and that teachers are able to clearly evidence skills and progress, through improved assessments of pupils.