



Watlington Community Primary School

Rationale for Modern Foreign Language

Curriculum Intent

We aim to inspire pupils to develop a love of the French language and to expand their horizons to other countries, cultures and people. We intend to help children grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies. We have also ensured our MFL curriculum is relative and meaningful to them, ensuring their success in the future. For this reason, we have ensured our curriculum aligns with the languages taught and expanded on in secondary school to our feeder schools.

Our aim is to deliver a coherently planned sequence of lessons, ensuring progressive coverage of the skills required by the national curriculum. The Early Start French scheme, in combination with other resources, introduces the culture of French-speaking countries and communities. It aims to foster children's curiosity and help deepen their understanding of the world. A linear curriculum has been chosen to allow an opportunity for children to gradually build on their skills.

We use a range of resources from Early Start and other sources, such as Espresso and Twinkl to enable children to express their ideas and thoughts in another language, providing opportunities for them to interact and communicate with others for practical purposes both in speech and in writing. We aim to expose children to authentic French and offer opportunities to listen to native speakers.

Implementation and Pedagogy

At Watlington, the foundations for learning a new language are laid in EYFS and KS1 through developing children's speaking and listening skills. By the start of KS2 children have developed these skills and are accustomed to rehearsal and oral retelling of vocabulary through our English session. Our children have also built up the confidence to speak in front of each other and in front of a larger group, with resilience being part of our school vision, children are encouraged to try new challenges and develop a growth mindset.

MFL lessons are taught discretely and are sequenced so that prior learning is considered and opportunities for revision of language and grammatical concepts are built into lessons. Lessons and resources help children to build on prior knowledge alongside the introduction of new skills as well as offering an insight into the culture of French-speaking countries and communities. Audio and video materials of native speakers are used when introducing vocabulary, so that teachers feel confident and supported and native speakers in the school are encouraged to help with the delivery of lessons, help with pronunciation and develop understanding of the culture where appropriate. Games and songs are integral to the teaching and learning of MFL and French dictionaries and dual-language picture books are used to support teaching. British Values are woven into the teaching of MFL. Children develop respect and understanding of differences across countries. Children develop tolerance through learning about other faiths and cultures. They are able to compare similarities and differences between themselves and others. They develop understanding that English is not everyone's first language and are taught to understand and respect other cultures and beliefs.



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Impact

Children will know and remember more French vocabulary. Children will have the skills of listening, speaking and reading necessary to enable them to use and apply their learning in a variety of contexts and lay the foundations for future language learning. We want to ensure that teachers and pupils love MFL across the school, therefore encouraging them to embark on further language studies. Impact can also be measured through key questioning skills built into lessons, child-led assessment such as KWL grids and application opportunities such as hosting French Cafes, to share their learning with the wider school community and their parents.



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Action Plan – MFL 2022/23 and 2023/24

Main priorities

1. MFL Scheme of learning shows a fit for purpose and effectiveness throughout KS2
2. Pupils show a confidence in speaking other languages and sharing their learning
3. Develop cross curricular links to MFL to ensure effectiveness of program
4. Develop Staff confidence in delivering MFL and ensuring progression as children move through the school

PRIORITY	ACTIONS	WHEN?	WHO?	IMPACT	RAG
SUBJECT					
MFL Scheme of learning shows a fit for purpose and effectiveness throughout KS2	<ul style="list-style-type: none"> • Evaluate effectiveness of Fresh Start Spanish and French • Develop a clear scheme of work that demonstrates the NC requirements • Focus MFL scheme of work on skills of speaking and communicating • Review of resources needed to support progression through the language 	End of Summer 2	MV	<p>Scheme of learning shows a breadth in a single subject to allow pupils to demonstrate a progression in the language</p> <p>Scheme of learning is effective in its ability to show progress and development over KS2</p>	
Pupils show a confidence in speaking other languages and sharing their learning	<ul style="list-style-type: none"> • Pupil Voice • Book Looks • Learning walk 	Autumn 2	MV	<p>Pupils show a pride in their language abilities</p> <p>Pupils can communicate their learning with an adult</p> <p>Pupils show inquisitiveness</p>	
Develop cross curricular links to MFL to ensure effectiveness of program	<ul style="list-style-type: none"> • Develop scheme of learning to incorporate cross curricular writing, research or discussions • Make links between French culture to British culture in a meaningful way 	Autumn 2	MV	<p>Chn apply their understanding of French to other areas of study</p> <p>Chn can use geographical skills and apply it to their French</p>	



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	<ul style="list-style-type: none"> • Planning to incorporate opportunities to learn about different cultures 			Chn will know countries where the language they are learning is spoken and will be able to reference aspects of the country's culture.	
To develop staff confidence in delivering MFL and ensuring progression as children move through the school.	<ul style="list-style-type: none"> • Ensure that all staff have a copy of MFL skills progression document. Staff meeting time to look at skills progression document and the rolling programme. Identify the skills that are covered in each unit and gaps in coverage that need to be addressed. • Teacher voice – identify area of need for teachers to deliver MFL content. • book looks to monitor quality of provision and to ensure that lessons and planning demonstrate skills progression. • Pupil Voice to be taken each term- What do you enjoy about MFL? What have you learnt so far this year? What else would you like to learn? 	Spring 2	MV	<p>MFL lessons are delivered consistently across the school from Autumn 2.</p> <p>Staff have a good understanding of the skills progression and are able to use this to plan a sequence of lessons.</p> <p>A wide range of activities are evident covering key skills of speaking and listening, reading, knowledge about the culture of countries.</p> <p>Pupil Voice – Children find MFL sessions engaging. They are able to articulate what they have learnt and what skills they are developing.</p>	