



LAWFORD MEAD PRIMARY SCHOOL SUBJECT OVERVIEW

Modern Foreign Languages (MFL) French

Intent

What we want our children to learn.

Our MFL curriculum aims to:

- Foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils.
- Stimulate and encourage children's curiosity about language and creativity in experimenting with it.
- Support oracy and literacy, and in particular develop speaking and listening skills.
- Help children develop their awareness of cultural similarities and differences.
- Lay the foundations for future language study by pupils.
- Ensure children meet the Key Stage Attainment targets of the National Curriculum.
- Be accessible, engaging and challenging for all, regardless of circumstances or background.

Implementation

How we deliver that learning.

Our curriculum design:

- We teach French as our Modern Foreign Language in Key Stage 2.
- Our curriculum has been designed by and delivered by a specialist French teacher.
- All children in Key Stage 2 share the same starting point in French as this language has been newly introduced for the 2024-25 academic year. In future, learning will transition to a spiral curriculum that provides a strong progression of knowledge and skills. Prior learning will be revisited, built upon, and deepened each year: see [MFL Curriculum Document](#).
- Lessons provide a variety of sources to model the French language including games, stories and songs to maximise enjoyment and make meaningful connections to real life situations.
- Class teachers use adaptive teaching to ensure that lessons can be accessed by all pupils. This includes pre-teaching new vocabulary, using pictures or diagrams to record ideas, step by step instructions (including pictorial) and additional scaffolding. Teachers stretch pupils' learning when required.
- Enrichment activities offer further opportunities to explore MFL including cultural day, assemblies and visitors to the school.

Our teaching and learning:

- MFL is taught across three half-terms a year for at least one hour per week.
- Lessons incorporate a range of teaching strategies to appeal to all learners: verbal tasks, music, written tasks, paired, and group work.
- MFL books are used to record the children's learning.
- New vocabulary is explicitly taught and explained. See [MFL Vocabulary Progression Document](#).

Impact

How we know what children have learnt and how effective this has been.

Our children:

- Will develop a love of languages and learning about other cultures.
- understand and respond to spoken and written language from a variety of authentic sources.
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- Meet the end of Key Stage Attainment Targets outlined in the National Curriculum for MFL, demonstrating a clear progression of knowledge and technical skills in this subject.

Our teachers:

- Use formative and summative assessment opportunities to review pupil progress: AfL, high-quality questioning and teacher observation.
- Use assessment statements to determine which children are working at the expected standard. Teachers record this assessment termly on Insight: see [MFL Curriculum Document](#).
- Work with the MFL subject leader and specialist French teacher to identify children who require further support and those who require further challenge.

Our MFL subject leader:

- Supports teachers in the delivery of MFL by offering continuing professional development, guidance and support where needed.
- Works with teachers to monitor pupil progress termly; the MFL subject leader advises teachers to ensure that children who are not meeting age-related expectations are effectively supported.
- Evaluates the effectiveness of teaching and learning (pupil voice, book looks, informal drop-ins, and team teaching) and acts on this accordingly.