

'Life for Learning for Life ...' MFL

Our Values and Expectations

Embracing Excellence

Celebrating Diversity

Nurturing Individuality

Enjoyable

Stimulating

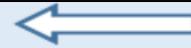
Respectful

Challenging

Safe

Lifelong Learners

Curriculum Drivers
Our Learning Curriculum



Oracy



Reflective

Relationships

Resilience

Resourceful

Risk Taking

Our vision for the MFL curriculum at Wembury Primary School



Learning a foreign language broadens horizons, breaks down barriers of insularity, and offers a vital gateway to other cultures. A high-quality languages education should inspire curiosity, deepen pupils' understanding of the world, and enable them to express their ideas in another language. It should also equip them to listen, understand, and respond to others—both verbally and in writing.

The study of a foreign language offers pupils rich educational, social, and cultural experiences by:

- Giving them opportunities to communicate for practical purposes in the wider world.
- Building a foundation for future language learning beyond KS2, preparing them to study and work in other countries.
- Providing access to other cultures, broadening their experiences and aspirations.
- Offering new perspectives, helping them to reflect on their own culture as well as that of others.

At **Wembury Primary**, we teach French and actively promote the learning of Modern Foreign Languages across the curriculum at every key stage.

Key Stage 1

Although the teaching of foreign languages is non-statutory at KS1, we encourage positive experiences through songs, rhymes, poems, and word games. These activities are particularly valuable when they allow pupils from different cultural or linguistic backgrounds to share their heritage with their peers. Early exposure to other languages stimulates curiosity and nurtures an interest in the wider world.

Key Stage 2

The statutory phase of language learning begins at KS2 and spans four years. At Wembury Primary, we are committed to meeting the aims and learning outcomes of the National Curriculum for Languages. We ensure that all pupils at KS2:

- Develop interest in the language and cultures of other countries.
- Build practical communication skills by understanding and responding to spoken and written language.
- Make significant progress in one language, with opportunities to explore others.
- Gain an understanding of grammar appropriate to the language studied.
- Make connections between grammar in English and the target language.
- Acquire a strong foundation for further language study at KS3.

Curriculum intent

We teach our children French to generate a fascination for words and how language works, a wider curiosity about the people and cultures of French-speaking countries and the foundational knowledge to support confident communication in French.

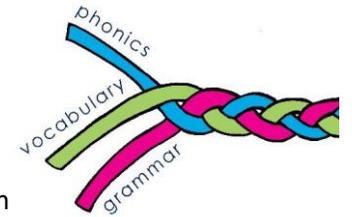
Essential Knowledge

We teach three core strands of essential knowledge:

1. **Phonics** – the key components of the sound-writing relationship
2. **Vocabulary** – a set of the most frequently used words
3. **Grammar** – the essential building blocks required to create simple sentences independently (including gender of nouns, singular and plural forms, adjectives (place and agreement), and the conjugation of key verbs)

Our French curriculum is designed to enable our children to:

- Develop linguistic and communicative competence
- Extend their knowledge of how language works
- Explore similarities and differences between French, any heritage languages our children have, and English



The teaching of a foreign language to every child in KS2 is a statutory requirement, as set out in the National Curriculum Programmes of Study (2014). In line with the NC PoS, our children learn to:

- Listen and show understanding by joining in and responding
- Link the sound, spelling and meaning of words
- Read aloud with accurate pronunciation
- Read and show understanding of phrases and simple texts
- Speak in sentences
- Describe people, places, things in *speech* and *writing*
- Ask and answer questions
- Express opinions
- Write phrases from memory
- Adapt phrases to create new sentences
- Use a dictionary

Our children also learn key cultural and country-specific knowledge. For example, by the end of KS2, our children:

- can name and locate on a map countries where French is spoken.
- know the key geographical features of France, including continent, surrounding seas and oceans, main mountains and rivers, capital city.
- know the name and some detail about at least one festival or tradition from France.
- know at least one typical food from France.
- take part in a cultural experience (eating French food/ working with our French partner school.)

CURRICULUM DELIVERY



Curriculum provision

In Key Stage 1, teaching staff expose their pupils to the sonority and structure of the French language through songs, rhymes, simple vocabulary and classroom instructions.

Our KS2 children have a weekly French lesson of 45 minutes throughout the year. This is delivered by their class teacher.

We use the Rachel Hawkes' scheme of work for French. It is an ambitious scheme of work with visual and audio-enabled resources facilitating the dissemination of the 3 key skills entailed in learning MFL which are learning phonics, vocabulary and grammar. This scheme expertly weaves these strands to ensure all pupils learn and deepen their learning, from lesson-to-lesson, year on year. Teachers may adapt the resources to support active engagement and meet different learning needs for different cohorts of children.

Assessment is key to monitoring pupil progress. Teachers use both formative and summative assessments to track understanding, with the MFL lead monitoring the quality of teaching and learning through lesson observations and feedback.

Wembury Primary School teaching overview

Classes	Autumn 1				Autumn 2				Spring 1				Spring 2				Summer 1				Summer 2			
Foundation	Song <i>Milo – Je surfe</i>								Song <i>Milo – Dans la forêt tropicale</i>								Song <i>Tête épaules genoux pieds</i>							
Year 1	Song <i>J'ai un gros nez rouge</i>				bonjour/au revoir				Song <i>Les petits poisson dans l'eau</i>				es numéros 0-10				Song <i>Les pouces en avant</i>				Les couleurs			
Year 2	Song <i>Tes oreilles tombent-elles</i>				Song <i>Y'avait des gros crocodiles</i>				Song <i>Un éléphant qui se balançait</i>				Song <i>Un éléphant qui se baladait</i>				Song <i>Un escargot part en voyage</i>				Song <i>Une souris verte</i>			
	Je m'appelle...				J'ai ... ans.				J'habite à				J'ai un/une (animal).				Il/Elle s'appelle...				Ma couleur préférée est le...			
Year 3	Themes	Phonics	Vocabulary	Grammar	Themes	Phonics	Vocabulary	Grammar	Themes	Phonics	Vocabulary	Grammar	Themes	Phonics	Vocabulary	Grammar	Themes	Phonics	Vocabulary	Grammar				
	Describing me & others; classroom	Vowels [a, e, i, o, u]; silent final consonants; SSC [an/en], [eu], [ch/on/au/...]	Greetings, classroom items, days, adjectives	ÊTRE (Je suis, il est...), adjective agreement, c'est, yes/no intonation	Saying what est...), /others do; possessions	SSC [é/er], [è/ê], [ai], [oi], liaison-s/x etc.	Infinitive verbs (-er), family, classroom actions, possessives	Regular –ER verbs, definite articles, mon/ma/ton/ta, il y a, possession 'de'	Numbers, body parts, telling age etc.	Review of vowel and SSC; focus on numbers 1–12	Numbers, parts of body, age, Easter topic items	il y a, plural –s, question forms, simple sentence building												
Year 4	Themes	Phonics	Vocabulary	Grammar	Themes	Phonics	Vocabulary	Grammar	Themes	Phonics	Vocabulary	Grammar	Themes	Phonics	Vocabulary	Grammar	Themes	Phonics	Vocabulary	Grammar				
	Me & others; classroom introductions	Vowels + silent consonants + SSC ch/on/...	Greetings, adjectives, days, simple descriptors	ÊTRE (Je suis...), il/elle; adjective agreement; yes/no intonation	What I/others do; likes and dislikes	[é/er], [et/ez], [ien], [qu], [j], [ç], liaison consonants	Regular –ER verbs, school actions, opinions, school items	AIMER, DÉTESTER + infinitive; definite/plural articles; subject pronouns; noun-adjective agreement	Describing things/people; routines	Phonics from spring reviewed (e.g. [j],[qu],[ion])	Adjectives, nouns, daily activities, cultural vocab	Adjective placement (post-noun), avoir for age/states, il/elle + adjectival agreement												
Year 5	Themes	Phonics	Vocabulary	Grammar	Themes	Phonics	Vocabulary	Grammar	Themes	Phonics	Vocabulary	Grammar	Themes	Phonics	Vocabulary	Grammar	Themes	Phonics	Vocabulary	Grammar				
	Describing people, pets and hobbies	Vowel sounds, silent consonants, liaison	Descriptions, hobbies, family, pets	Adjective agreement, possessive pronouns, il y a, verb avoir and être	Weather, seasons, transport	Phonic patterns [ou], [oi], [au], [eu], liaison	Weather expressions, transport methods, seasons vocabulary	Use of faire + weather, prepositions with transport, plural agreement	Daily routines, telling time, school subjects	Phonics review and focus on time expressions	Daily routines, telling time, school subjects, preferences	Reflexive verbs in present tense, use of time expressions, sentence building												
Year 6	Themes	Phonics	Vocabulary	Grammar	Themes	Phonics	Vocabulary	Grammar	Themes	Phonics	Vocabulary	Grammar	Themes	Phonics	Vocabulary	Grammar	Themes	Phonics	Vocabulary	Grammar				
	Holidays and travel	Vowel combinations, liaison, complex phonemes	Holiday destinations, travel methods, accommodation	Use of near future tense, prepositions with places, c'est + noun/adjective	Shopping and food	Phonics review and nasal sounds [on], [an], [in]	Food items, shopping phrases, quantities	Partitive articles, using il y a, negatives with ne...pas, polite requests	Cultural awareness and consolidation	Review of key phonics and liaison	Cultural celebrations, revision topics, personal details	Consolidation of all grammar: tenses, agreements, question formation												

Rachel Hawkes' Scheme of Work

		The Learning Environment	Assemblies	Visitors	Educational Visits and Residentials	Experiences	Events	Partnership working with parents and carers	
		Extra-Curricular Activities	Community Events	Partnership working with other schools	Community Expertise	Pupil Leadership	House Teams	Responding to the News	
	TEACHING (PEDAGOGY)	Enquiry Based Learning	High Expectations	Consistent Practice	Challenge for All	Excellent Subject Knowledge			
		Working Walls	Vocabulary Rich	Responsive to needs and interests	Reflective	Shared Expertise			
		Mastery	Application of prior learning	Progressive	Enjoyment	Collaborative			
		Risk Taking	Learning Skills: 5 x Rs	Breadth and depth	Pupil Led	Oracy			
	ASSESSMENT	Quality First Marking and Feedback	Whole Class Feedback	Unit Assessments	Tracking Progress Over time				
		Next step marking	Self & Peer-Assessment	Pupil Conferencing	Moderation				

IMPACT	ATTAINMENT AND PROGRESS	<p>Our curriculum has an ambition of high expectations for all. Pupils are Creative, Competent, Independent Orators and Writers – with each child finding his/her own voice which impacts on progress across the curriculum.</p> 	<p>Our Modern Foreign Languages curriculum enables pupils at Wembury Primary to make strong and sustained progress in French. Learning is carefully sequenced so that children continually build on prior knowledge, creating a clear and coherent learning journey evidenced in their MFL books. Regular, purposeful feedback encourages pupils to aim high, with the majority remaining on track to achieve their full potential. High-quality provision is assured through ongoing monitoring, including lesson observations, pupil conferencing, and book scrutiny, ensuring consistently strong teaching and learning across the school.</p>
	KNOWLEDGE AND SKILLS		<p>The curriculum develops a secure understanding of the key building blocks of language learning—phonics, vocabulary and grammar—whilst giving pupils meaningful opportunities to apply these skills in real-life contexts. Links with our French partner school further enrich their experiences, strengthening cultural awareness and relevance.</p>
	<p>READINESS FOR THE NEXT STAGE OF EDUCATION</p>		<p>By the time children leave Wembury Primary, they are well-prepared for the next stage of their education, with a solid foundation in French and transferable language-learning skills. From EYFS through to the end of Key Stage 2, pupils develop resilience, curiosity, and independence, ensuring they approach KS3 as confident linguists, ready to embrace the challenges and opportunities of further Modern Foreign Language study.</p>

