

Winchelsea



All Individuals Matter

MFL Intent Document

Intent

At Winchelsea Primary School, our **intent** is to instil a love of language learning and an awareness of other cultures. We want pupils to develop the confidence to communicate in French for practical purposes, using both written and spoken French. Through our scheme of work, we aim to give pupils a foundation for language learning that encourages and enables them to apply their skills to learning further languages, developing a strong understanding of the English language, facilitating future study and opening opportunities to study and work in other countries in the future.

We follow the Kapow Primary French scheme of work which supports pupils to meet the national curriculum end of Key stage 2 attainment targets (there are no Key stage 1 attainment targets for Languages).

Implementation

Our MFL curriculum of work is designed with six strands that run throughout. These are:

- [Speaking and pronunciation](#).
- [Listening](#).
- [Reading and writing](#).
- [Grammar](#).
- [Intercultural understanding](#).
- [Language detective skills](#).

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including role-play, language games and language detective work. The impact of Kapow Primary's scheme can be monitored continuously through

both formative and summative assessment. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. An assessment spreadsheet is also available to record children's progress in each lesson to enable you to build a picture of their learning through each unit.

Impact

After the implementation of our curriculum, pupils should leave school equipped with a range of language-learning skills to enable them to study French, or any other language, with confidence at Key Stage 3.

The expected impact of following the French scheme of work is that children will:

Be able to engage in purposeful dialogue in practical situations (e.g., ordering in a cafe, following directions) and express an opinion.

Make increasingly accurate attempts to read unfamiliar words, phrases, and short texts.

Speak and read aloud with confidence and accuracy in pronunciation.

Demonstrate understanding of spoken language by listening and responding appropriately.

Use a bilingual dictionary to support their language learning.

Be able to identify word classes in a sentence and apply grammatical rules they have learnt.

Have developed an awareness of cognates and near-cognates and be able to use them to tackle unfamiliar words in French, English, and other languages.

Be able to construct short texts on familiar topics.

Meet the end of Key Stage 2 stage expectations outlined in the national curriculum for Languages.