



## MFL (French) – Intent, Implementation and Impact

### Intent

At Goathland Primary School, our French curriculum aims to foster a lifelong curiosity and appreciation for language learning. We believe learning a foreign language enriches pupils' cultural understanding and broadens their worldview. Our intent is to ensure that all children:

- Develop confidence and enjoyment in learning and using a new language.
- Acquire basic communication skills to speak, listen, read and write in French.
- Build a secure foundation of key vocabulary, phonics, and everyday sentence structures.
- Develop an awareness of language patterns and how languages work.
- Gain cultural understanding of French-speaking countries, recognising similarities and differences with their own lives.
- Understand that learning another language provides opportunities to connect with others and engage respectfully in a diverse world.

French contributes to our wider curriculum aims by developing **memory, expression, listening skills, collaboration and confidence**.

### Implementation

French is taught weekly in Key Stage 2 using the **North Yorkshire County Council Primary French Scheme of Learning**, which provides a clear, well-sequenced curriculum from Year 3 to Year 6. It is taught by a specialist French Teacher who speaks fluent French.

The curriculum is organised around six thematic strands taught developmentally across four year groups:

Year Group	Examples of Units (NYCC Scheme)
Year 3	Moi, Les couleurs, La jungle, Tutti Frutti, Vive le sport, La météo
Year 4	Les monstres, Le calendrier des fêtes, Les animaux, Au marché, Je suis le musicien, À la mode
Year 5	Ma famille, On fait la fête, Cher zoo, Le petit déjeuner, Vive le temps libre, À la plage
Year 6	Les portraits, Les cadeaux, Le carnaval des animaux, Au café, Tour de France, Les destinations

These units build vocabulary and language structures progressively and repeatedly so children **revisit, apply and retain** key learning.

### **Teaching Strategies Include:**

- Rehearsed and spontaneous speaking
- Paired dialogue and role-play
- Songs, rhymes, and games to develop accurate pronunciation
- Listening to modelled language from audio/video resources
- Sentence-building using scaffolded vocabulary banks

- Short reading and writing tasks that progress in complexity
- Cultural comparisons and celebration of French-speaking communities

French vocabulary, phrases and greetings are also informally reinforced around school where appropriate.

## Assessment

Assessment in French is ongoing and supports children to progress confidently at their own pace.

- **Formative assessment** happens through questioning, observation and pupil response during speaking, listening and reading activities.
- **Summative assessment** takes place at key points in each unit to assess retained vocabulary, pronunciation, comprehension and sentence construction.

The school uses the **Balance Assessment Tool** to record and track progress in the core strands of language learning:

- Listening
- Speaking
- Reading
- Writing
- Cultural Understanding

Balance enables:

- Clear tracking of progression from Year 3 to Year 6
- Identification of pupils who need support or challenge
- Subject leader monitoring and curriculum adaptation

Assessment outcomes are reviewed termly and inform future planning.

## Impact

By the end of Key Stage 2, pupils at Goathland Primary School will:

- Use familiar French vocabulary confidently to express themselves in speech and writing.
- Understand spoken French in familiar contexts and respond appropriately.
- Demonstrate accurate pronunciation and increasing independence in building spoken sentences.
- Read and understand simple French texts and phrases.
- Recognise and discuss aspects of French culture, celebrations and daily life.
- Show enthusiasm for language learning and be prepared for continued study at secondary school.

The impact of our French curriculum is visible in:

- Pupil voice (confidence, enjoyment, willingness to speak aloud)
- Balance assessment outcomes
- Growing cultural awareness and respect for diversity

Our French curriculum ensures that children leave Goathland as **confident communicators and globally aware young citizens**.