



Curriculum Intent

Every child regardless of need or barrier will be given the opportunity to:

- receive a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes.
- achieve their full potential and feel encouraged and enabled to continue studying languages beyond key stage 2
- Progresses within French and extended their knowledge year upon year, throughout their time at Manadon
- use and apply their learning in a variety of contexts, laying down solid foundations for future language learning, also helping improve overall attainment in other subject areas.
- develop a genuine interest and positive curiosity about foreign languages.
- explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences.
- be working towards becoming life-long language learners.

Curriculum Implementation

- All classes will have access to a high-quality French curriculum using the Language Angels scheme of work and resources, taught by class teachers and/or PPA teachers.
- Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge.
- Written learning will be contained in folders which can be carried with the children through KS2, to be used for reference as a word bank.
- Children will be taught how to listen and read longer pieces of text gradually in the foreign language and they will have ample opportunities to speak, listen to, read and write the language being taught with and without scaffolds, frames and varying levels of support.
- Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: listening, speaking, reading and writing

School Improvement Priorities

Progress: To use ongoing assessment effectively to close the academic gaps between key groups to ensure that all children make at least expected progress from their own starting point in reading, writing and maths.

Curriculum: To monitor the impact of curriculum provision and enrichment opportunities to ensure all children have access to a broad and balanced curriculum that meets their needs.

English – To develop staff's pedagogical knowledge in relation to writing so that we create confident and proficient writers, building on our embedded approaches to communication, language, phonics and reading.

Culture - To create a positive culture throughout the school, rooted in our school values and positive behaviour to in turn increase NOR and attendance to be above the primary national average – 94.6% with a school target of 97%

What are your key priorities? (Action Plan 2026-2027)

Embed a positive culture throughout the entire school, making school a happy place to be where children feel they belong and want to attend every day. Subject leaders to monitor to ensure breadth and depth in their subject within the whole school connected curriculum, including feeding back to individuals and year groups and monitoring next steps.

Subject leaders to complete the monitoring document for their subject when carrying out moderation during learning visits, pupil voice, book looks and planning scrutiny.

To support children in understanding their local community and their place in the world, including our drive for sustainability.

Use systems to measure/ determine progress of children against key objectives in French.

Ensure that Inclusion Strategy is completed and compliant with national SEND reforms.

Raise the profile of fluency and confidence in speaking French.

Refine the feedback strategy based on recent research and student feedback across all ages to have further impact on children's learning and outcomes.

To bridge the academic and mental health gap between significant groups of children - Languages can be such a positive and powerful experience for children, especially as they are all starting from the same place – it can be very empowering for SEN/ lower ability children and those with EAL

Adaptive teaching is embedded in MFL teaching across KS2.

Embed a detailed and ambitious skills progression for the separate strands of MFL throughout the school

Use French/ languages across the school as an additional strategy and resource to ensure that all children have the opportunity to develop, support and consolidate their spoken language skills.

Ensure the Progression Document and scheme for French is being followed across the school, offering support where needed.

Ensure teachers are evidencing French taught, within MFL folders

Ensure each unit of learning has a front cover with phonics and vocabulary, including a word bank for the upcoming unit.

With the MAT MFL Team, facilitate a cross-MAT foreign languages events, to celebrate and share good practice – European Day of Languages etc.

Voice behind the subject (How do we know?)

- Pupil voice/quotes
- Parent comments
- Teacher voice
- Book looks and monitoring
- Seeing evidence around the school- displays
- Pupils' engagement in MFL opportunities

Adaptive Teaching

- Ensure SEND have an adapted work sheet and word bank 1:1 support if needed for recording. Extra time.
- Mixed ability pairings will be really useful in MFL (not academic ability necessary as MFL is a leveller (all starting at the same place) Ability may be based on strength with MFL/ performance confidence.
- Does a child have a barrier to learning (S&L/ hearing, etc.)
- If a child has difficulties with hearing or speech, they may require a quieter space/ more repetition/ seeing the word written and more time practising the new phonic sounds, etc.
- Will resources be suitable? Make this clear on plans.

Curriculum Impact

- All pupils enjoy learning French and understand the importance of learning a foreign language.
- Pupils will feel confident with their learning as they are continuously building on their previous knowledge. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate, helping to develop confidence with speaking.

Longer term considerations?

- Ensure teachers/ PPA staff are following the Language Angels scheme according to the progression map and including time to teach phonics discretely when called for.
- When looking through the folders, are lesson sequences being followed and evidenced, with clear tracked progression across year groups?
- Is enough time allocated to teaching MFL across KS2?

CPD

- Continue to meet in person and via zoom with the MFL leads from across the MAT.
- Observe MFL being taught within MAT and discuss the successes and failures of various schemes being used with a view to adapt to best practise
- Research successful MFL practises/ events with a bid to raise profile of the subject.
- Language Angels CPD sessions – online

Provision for all

- Particular celebration of SEND children where MFL is a strength.
- Celebration of different cultures/ languages already within the school community. Opportunity for inclusion
- Enough time given for everyone to listen and speak
- Correct resources ready for each lesson, including dictionaries, word banks and pictures for support.

Enrichment opportunities

- European day of languages activities.
- French used within KS2 assemblies and across the school.
- Connection with local secondary school to offer additional language sessions/ support if possible