



MFL Curriculum: Intent, Implementation and Impact

(Year Three to Year Six: Ages 7–11)

Intent

At Key Stage 2, our MFL curriculum aims to:

- Inspire curiosity and enthusiasm for languages through active, playful and practical learning.
- Develop children’s ability to communicate in another language with increasing confidence, both orally and in writing.
- Provide real-life contexts for language use, helping pupils see the purpose and joy of communication beyond the classroom.
- Foster cultural awareness by exploring traditions, stories, songs, and everyday life in other countries.
- Equip children with transferable language-learning strategies (such as recognising patterns, using memory techniques and applying prior knowledge).
- Lay secure foundations for future language study at Key Stage 3.

We believe that learning a language should be fun, memorable and inclusive, giving all children the chance to succeed through practical activities, games, songs, drama and interaction.

Implementation

The MFL curriculum is delivered through a progressive scheme of work across Years 3–6. It prioritises **speaking and listening** as gateways to reading and writing, with activities designed to be interactive, playful and purposeful.

Teaching approaches include:

- **Oral activities:** role-play, dialogues, storytelling, and language games to build confidence.
- **Songs and rhymes:** to reinforce vocabulary, rhythm, and intonation.
- **Practical tasks:** following instructions, classroom routines, and real-life simulations (e.g. shopping role-plays, café menus).
- **Active learning:** movement-based games, team challenges, and kinaesthetic activities to support retention.
- **Cultural exploration:** food tasting, festivals, art, and links with schools or communities abroad.



- **Use of technology:** apps, videos, and digital platforms to hear authentic pronunciation and interact with native speakers.

Progression is ensured through:

- Revisiting core vocabulary (numbers, colours, days, greetings, classroom language).
- Gradual introduction of sentence structures, verbs, and grammar in context.
- Opportunities to create and present work (mini presentations, posters, performances).
- Building resilience in language learning by encouraging trial, error, and risk-taking in speaking.

Inclusion and accessibility:

- Lessons are designed to engage all learners through visual prompts, gestures, and repetition.
 - Children are encouraged to use language collaboratively, reducing pressure on individuals.
 - Activities are adaptable to different learning styles and abilities.
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Impact

By the end of Key Stage 2, pupils will:

- Be able to engage in short conversations, asking and answering questions with increasing confidence.
- Understand and use a growing range of vocabulary and simple grammatical structures.
- Enjoy singing, role-playing, and performing in another language, demonstrating enthusiasm and curiosity.
- Apply strategies for remembering and decoding unfamiliar words.
- Appreciate cultural diversity and show awareness of similarities and differences between their own lives and those of children in other countries.
- Feel prepared and motivated to continue language learning in Key Stage 3.

Impact is measured through:

- Regular opportunities for children to demonstrate their learning (speaking presentations, performances, written tasks, interactive games).
- Teacher observation of participation, confidence, and progress in practical activities.
- Pupil voice: feedback from children about what they enjoy and how confident they feel using the language.



- Informal assessment of vocabulary recall, listening comprehension, and use of structures in speech and writing.

Ultimately, success is reflected in pupils who leave primary school not only with knowledge of another language, but also with the confidence, skills, and enthusiasm to explore languages and cultures throughout their lives.