



Longridge High School



THE BAY
LEARNING TRUST

Curriculum Intent Modern Foreign Language

1. Vision & Purpose

- The MFL curriculum inspires pupils to become confident, curious, and effective communicators in another language.
- Learning a foreign language deepens pupils' understanding of their own language, enhances cultural awareness, and prepares them to have empathy and tolerance in a globalised world.
- As an MFL team we want to build resilience, independence, and problem-solving skills through the challenge of communication across languages. Language unlocks the world and "Every student a linguist, every lesson a passport."

2. Ambition for All Learners

- Champion inclusivity and accessibility by ensuring all learners, regardless of background or need, can thrive and see themselves as capable linguists.
- Support is provided for SEND and disadvantaged pupils through scaffolding, visual resources, and structured practice.
- High-attaining pupils are stretched with complex grammar structures, extended writing tasks, and authentic texts.

3. Knowledge & Skills Development

The curriculum should develop pupils' ability to:

- Listen attentively and respond to spoken language from a variety of sources.
- Speak with increasing fluency and spontaneity, including asking questions and expressing opinions.
- Read for gist and detail, using inference and prediction strategies.
- Write at varying lengths, for different purposes and audiences, using appropriate grammar and vocabulary.
- Use language creatively, through role play, debates, and storytelling.

The curriculum should ensure pupils:

- Acquire core vocabulary across thematic units (e.g. family, school, travel, culture).
- Understand grammatical structures such as verb conjugations, gender agreements, tenses, and sentence formation.
- Explore phonics and pronunciation to build confidence in speaking and listening.
- Recognize linguistic patterns and link spelling, sound, and meaning.
- Engage with authentic texts—stories, songs, and media—to deepen cultural and linguistic understanding.
- Build cultural capital by learning about traditions, customs, and societal norms of countries where the language is spoken.

4. Sequencing & Progression

- **KS3:** focus on core grammar, phonics, and high-frequency vocabulary; pupils build a foundation in transactional language, opinions, and tenses.

- **KS4:** prepares pupils for GCSE success, with greater focus on complex grammar (e.g. subjunctive), extended writing, and authentic listening/reading materials.
- Curriculum sequencing ensures regular revisiting of grammar and vocabulary, with increasing sophistication and accuracy.

5. Literacy, Oracy & Vocabulary

- Strong emphasis on vocabulary acquisition, spelling, pronunciation, and grammar rules. Structured around high-frequency, thematic vocabulary that builds cumulatively across key stages.
- Builds pronunciation, intonation, and fluency through structured speaking tasks, role play, and peer interaction.
- Literacy enhanced through extended writing, comprehension tasks, and translation exercises.

6. Enrichment & Cultural Capital

- Language immersion trips allow our pupils to practise language in authentic contexts. For example, we are taking pupils to France and Belgium as part of the Battlefields Trip.
- We celebrate the French festival of music every June. Pupils perform music across the school. This sparks a curiosity of cultural knowledge.
- Digital enrichment at KS4: Use of authentic media films, music to expose students to real-world language and culture.

7. Cross-Curricular Links & Real-World Relevance

- Links with English (grammar, vocabulary), Geography (places, globalisation), History (culture, society), and ICT (language learning apps).
- Real-world application: skills valuable for careers in international business, diplomacy, tourism, law, translation, and teaching.
- Helps pupils succeed in a global economy where speaking more than one language is a valuable skill.

8. Safeguarding & Online Safety

- Respect for cultural differences taught explicitly to promote tolerance and inclusivity.
- Encourages responsible use of social media when interacting with speakers of other languages.

9. Assessment & Impact

- Formative assessment through retrieval practice, quizzes, speaking practice, and vocabulary recall.
- Summative assessment through listening, speaking, reading, and writing exams aligned with GCSE requirements.
- Impact measured through exam outcomes, fluency, confidence, and cultural awareness.