



**WESTFIELD PRIMARY SCHOOL**

**2024-2025**

**MFL Subject Report**

<b>Subject</b>	<b>MFL</b>	<b>Date</b>	<b>July 2025</b>
<b>Report prepared by</b>	Rachael Cox		
<b>Overview of the year: Sept 2024-25</b>			
This year has been an exciting academic year. This has allowed for a rich and fulfilling education, mixing classes and year groups to allow for flexibility within MFL teaching.			
<b>Curriculum: Intent, Implementation, Impact</b>			
<b><u>Intent</u></b>			
Understand and respond to increasingly complex spoken and written language. Discover and develop an appreciation for the French and Spanish languages and cultures. Develop communication skills, presented in both spoken and written words. Understand the purpose of learning a language through authentic materials and links with native French and Spanish speakers.			
<b><u>Implementation</u></b>			
Each year group receives 40 minutes of French or Spanish teaching from the class teacher or HLTA every week. Each class in a year group covers the same topic, to meet the same objectives outlined in the National Curriculum, over the course of a term. For both French and Spanish, Language Angels is used to set out clearly the sequence and topics covered. Creative and practical activities are also actively encouraged across MFL lessons, such as making festival masks.  'Spanish Club' is also run weekly by an external provider, which is open to KS1 pupils as well as KS2. This helps to develop early second language acquisition, as well as consolidation of key vocabulary and pronunciation with a native speaker.			
<b><u>Impact</u></b>			
Our <i>Curriculum overview and Rationale Document</i> provide a summary to enable the subject leader to monitor implementation, using the skills progression document alongside the QA procedures to monitor impact. This has been updated for the next academic year.			
<b><u>Next steps:</u></b>			
Ensure MFL is taught regularly and consistently across all of KS2, in fun and inviting ways, showing clear evidence in books/on Seesaw. Focus on oral rehearsal through a range of role play activities. To use the new curriculum layout to teach September 2025-26.			
<b>5 Key messages of the year:</b>		<b>What Performance Information is monitored? What are the 3 questions are you considering for future developments?</b>	
<ul style="list-style-type: none"> <li>To highlight the importance of MFL as a statutory NC subject for the school and wider society</li> <li>To embrace the wealth of cultures within our school community</li> <li>To make effective use of on-line resources to enhance teaching</li> <li>To develop consistency across classes within the teaching of MFL and the assessment/presentation of work.</li> </ul>		Books looks, learning environment, marking, speaking to teachers. Key Questions: <ul style="list-style-type: none"> <li>How can teachers' confidence be improved in MFL?</li> <li>What opportunities can we provide within the school setting for the children to make use of the language they have learnt?</li> <li>How can we ensure the teaching of MFL is of a consistently high quality?</li> </ul>	

<ul style="list-style-type: none"> <li>• Whole school participation in successful diversity.</li> </ul>	
<b>What is progress like within this subject?</b>	<b>How much funding did you receive this year and what was it spent on?</b>
Progress is good, some work is recorded in books or folders and some work is done orally. MFL is only taught in KS2. Year 3 and 4 learn French and Years 5 and 6 learn Spanish. All children have the opportunity to experience a taste of both languages.	No budget. Language Angels: £249
<b>How does your subject area help to further develop SMSC (Learning for Life) in and around the school?</b>	<b>How are Fundamental British Values promoted within your subject?</b>
<ul style="list-style-type: none"> <li>• Cultural week fosters an appreciation and respect for different cultures.</li> <li>• Exploration of different beliefs and religions within each culture.</li> <li>• Confidence of particular EAL groups may be raised during cultural weeks as these children have opportunities to share their knowledge and experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Comparisons between British Values and those of other countries.</li> <li>• Looking for links between different cultures.</li> <li>• Opportunities to show respect for other languages and cultures.</li> </ul>
<b>If you could change/ develop one thing in this area what would it be and why?</b>	<b>What will be the three key resources you will be bidding for this year and why?</b>
I have updated the curriculum document so that topics are more progressive across French and Spanish. This will start September 2025.	<ul style="list-style-type: none"> <li>• Authentic reading texts and dictionaries (books, magazines, newspapers etc) in both French and Spanish.</li> <li>• Engaging resources to support a day with a native speaker.</li> <li>• Role play items, e.g. plastic food and drink.</li> </ul>
<p><b>Subject Web: Subject Web: Why do we teach what we teach?</b></p> <p>Every child is entitled to a broad and balanced curriculum. We aim to provide the highest quality of education for all our children, in an environment that is challenging, motivating, disciplined, caring and moral. This provides opportunities for individuals to promote the spiritual, moral, cultural and mental well-being and development of our pupils, appropriate to their individual needs. MFL experience helps develop general foreign language learning skills and conversational vocabulary, as well as encouraging the children to take a risk and be challenged in a language they are not familiar with. Furthermore, language skills are useful for developing cultural awareness, broadening the experience of primary aged pupils encompassing a variety of topics such as religion, traditions and practices. MFL lessons also prepare pupils for the opportunities and experiences of adult life.</p> <p><b>6 key skills:</b></p> <ol style="list-style-type: none"> <li>1. To understand and respond to spoken and written language.</li> <li>2. To have simple conversations with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say.</li> </ol>	

3. To write at varying length, for different purposes.
4. To understand basic grammar appropriate to the language being studied.
5. To broaden vocabulary and develop their ability to understand.
6. To develop accurate pronunciation and intonation through in class practice and conversations.

**How do you ensure every skill is taught within your subject?**

There is a clear skills progression document and Curriculum Overview and rationale for MFL that ensures knowledge and understanding required is covered, alongside the necessary skills development.

Quality Assurance (recorded in Subject Leader files and using SeeSaw, going forward) provides evidence through book looks, photographs and planning, that children are learning skills and not just the topic knowledge.

**Topics taught across each year group:**

	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
3	<i>I'm learning French</i>	<i>Core Vocab</i>	<i>Animals</i>	<i>Musical Instruments</i>	<i>The Tudors</i>	<i>I can</i>
4	<i>Core Vocab</i>	<i>Presenting Myself</i>	<i>The Weather</i>	<i>The Classroom</i>	<i>At the Café</i>	<i>The Romans</i>
5	<i>I'm learning Spanish</i>	<i>Core Vocab</i>	<i>The Planets/The Vikings or The Olympics</i>	<i>Animals</i>	<i>Presenting myself</i>	<i>Family</i>
6	<i>Core Vocab</i>	<i>The Classroom</i>	<i>The Olympics or WW2</i>	<i>The Weather</i>	<i>Clothes</i>	<i>At the Café</i>

Overview and Rationale for curriculum organisation ensures statutory content for skills and knowledge is covered. The curriculum provides pupils with an understanding of basic French and Spanish and confidence to have simple exchanges in another language.

**To be updated 2025-26.**

**Describe what a good learner of this subject looks like when they leave Westfield Primary School?**

- Pupils experiment and take risks and are not afraid to make and learn from mistakes.
- They try to understand language systems by looking for patterns and developing techniques to improve pronunciation and vocabulary.
- Pupils know that learning a language means learning about and appreciating other cultures.

**What are the 7 key components of a good learner in your subject?**

1. Resilience
2. Understanding and appreciating other cultures
3. Reflective- learning from mistakes (repeating pronunciation)
4. Risk-taking- having a go at something that is unfamiliar and new
5. Practise their skills
6. Stamina for listening
7. Developing an enjoyment for diversity

<p><b>What does Fast Feedback look like in your subject?</b>  <b>How do you know this has been effective for children's progress?</b></p>	<p><b>Is your subject an SDP priority?</b>  <b>Has there been school training and / or development related to your subject / specific SDP objectives? Have you taken part in any individual research?</b>  <b>What has been the impact of this on the children and staff?</b></p>
<p>Feedback is mostly done orally and on the spot, listening and repeating phrases, sentences and vocabulary and using language in practice in class. Written work and worksheets consolidate learning and enhances the understanding of language.  Recapping and children remembering from one lesson to the next consolidates feedback.  Praise stamps can be used to encourage and boost confidence.  Some work is put on Seesaw and this is evidenced in their folders.</p>	<p>MFL is not an SDP priority.</p>