



# Curriculum Intent of MFL

September 2026

With a shared community of over 50 different languages, it is our intent at Wexham School to develop confident communicators who can contribute to a mutually respectful, multicultural world. We strive to kindle students' curiosity about Francophone and Hispanic culture and the communities where the languages are spoken providing opportunities for real life scenarios from these communities. We aim to equip students with language and interpersonal skills thus improving their prospects in education, employment, leisure and beyond.

### **KS3 MFL (French and Spanish)**

#### **Skills**

- to understand and respond to spoken and written language from a variety of authentic sources
- to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what the students want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- to discover and develop an appreciation of a range of writing in the language studied
- to listen to a variety of forms of spoken language to obtain information and respond appropriately

#### **Knowledge**

- to identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied
- to use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate
- to develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
- to use accurate grammar, spelling and punctuation
- to transcribe words and short sentences that they hear with increasing accuracy
- to initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address
- to express and develop ideas clearly and with increasing accuracy, both orally and in writing
- to speak coherently and confidently, with increasingly accurate pronunciation and intonation
- to read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material
- to read authentic texts in the language such as stories, songs, poems and letters, to stimulate ideas, develop creative expression and expand understanding of the language and culture
- to write using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written texts accurately into the foreign language.

## **GCSE MFL (French and Spanish)**

### **Skills**

#### ***Listening:***

- to demonstrate general and specific understanding of different types of spoken language
- to identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events
- to infer and deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material
- to recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, by being able to answer questions, extract information, evaluate and draw conclusions

#### ***Speaking***

- to communicate and interact effectively in speech for a variety of purposes across a range of specified contexts
- to take part in a short conversation, asking and answering questions, and exchanging opinions
- to convey information and narrate events coherently and confidently, using and adapting language for new purposes
- to speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies
- to initiate and develop conversations and discussions, producing extended sequences of speech
- to make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events
- to make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view
- to use accurate pronunciation and intonation such as to be understood by a native speaker

#### ***Reading:***

- to understand and respond to different types of written language
- to understand general and specific details within texts using high frequency familiar language across a range of contexts
- to identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language, recognising the relationship between past, present and future events
- to infer and deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material
- to recognise and respond to key information, important themes and ideas in more extended written texts and authentic sources
- to demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate
- translate a short passage from the assessed language into English

#### ***Writing***

- to communicate effectively in writing for a variety of purposes across a range of specified contexts
- to write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information
- to produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings
- to make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events
- to manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register
- to make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince

- to translate sentences and short texts from English into the assessed language to convey key messages accurately and to apply grammatical knowledge of language and structures in context

### **Knowledge**

- Language contexts are organised in a specified number of broad thematic contexts, addressing relevant matters relating to:
  - My personal world
  - Media and technology
  - My neighbourhood
  - Travel and tourism
  - Lifestyle and wellbeing
  - Studying and my future