

MFL Curriculum Statement

INTENT

Purpose of Study

We intend to provide a high-quality MFL education which fosters pupil curiosity, deepens the understanding of world cultures and provides an opening for world-wide career prospects and experiences. MFL changes our lives and is vital to the world's future prosperity, for it is the most important step in communicating with other nations.

All pupils are taught essential aspects of vocabulary, spoken and written language, grammar and an appreciation of language differences.

MFL should enable pupils to understand and communicate ideas, facts and feelings in both speech and writing, using a knowledge of phonology, grammatical structures and vocabulary. It is focused on familiar and

routine contexts to enable children to apply knowledge of the new language to their own experiences. Pupils will begin to speak with increasing confidence, fluency and spontaneity, improving the accuracy of their pronunciation and intonation. They should be encouraged to write at varying length, for different purposes and audiences, using a variety of grammatical structures that they have learnt.

Rationale

Our MFL curriculum is designed to develop knowledge and skills that are progressive, enabling children to deepen their understanding of world cultures and the importance of communication. This links to our whole-school mission statement which focuses on valuing the uniqueness of every person in our Catholic Christian Community and realising that each individual is created in God's likeness.

MFL should introduce concepts of accepting and understanding other cultures by allowing a way to communicate. In the context of primary education, the aim is to provide a foundation for language learning which can be built upon in KS3. By fostering a love of language at an early stage, it will provide children with the incentive to visit other countries and learn other vernaculars, as the grammatical concepts they obtain will enable them to grasp additional languages more easily. For EAL children, it also provides a common ground with children who only speak one language. Learning a new foreign language ensures all pupils have the equal opportunity to excel in this area, as they are all starting with the same basic principles. EAL children in particular will be able to apply their prior knowledge of translation and language structures, resulting in a more concrete understanding and fluency in all subsequent languages.

IMPLEMENTATION

All KS2 pupils participate in a 30-minute French lesson each week. Lessons include topics which have familiar and relevant contexts for pupils, such as numbers, colours, house and home, local places in towns, food and drink, our school and classroom, clothes and hobbies. The focus of MFL is practical communication and it enables pupils to make substantial progress in one language. The teaching of French provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching.

The implementation of French focuses on speaking and listening, reading and writing. For speaking and listening, children will be given the opportunity to listen attentively to spoken language and show understanding by joining in and responding. They will explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. When conversing with others, children will ask and answer questions, express opinions and respond to those of others. They will speak in sentences, using familiar vocabulary, phrases and basic language structures.

When reading French texts, children will develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases. They will present ideas and information orally to a range of audiences and read carefully to show an understanding of words, phrases and simple writing. Pupils will also appreciate stories, songs, poems and rhymes in their modern foreign language.

For written language, children will broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including the use of a French dictionary. They will write phrases from memory, adapting these to create new sentences and express ideas clearly. Children will also be given the opportunity to describe people, places, things and actions orally and in writing.

Across Key Stage 2, teachers will become increasingly aware of MFL curriculum targets in their year group and will be able to discuss them, using the vocabulary set out in the National Curriculum. The process of introducing and teaching age related objectives will take place throughout the year, with opportunities to practise and apply these new skills and core objectives from previous years.

Topics for each year group have a similar focus to previous years, for example, the Year 3 topic 'Food Glorious Food' links to 'Going Shopping' in Year 4, 'That's Tasty' in Year 5 and 'Let's Go Shopping' in Year 6. This allows teachers to build on the knowledge and skills obtained in previous years by consolidating work and linking new objectives to prior learning. Children will see clearly that the foundations of language learning established in Year 3 can be used as stepping stones to language development in subsequent years. It provides purpose for language learning and allows children to see that it is an ongoing process. Our school uses an MFL Progression Policy - linked to age related expectations from the National Curriculum

- which increases the range and complexity of sentence structures that children are expected to use in their spoken language and their writing.

IMPACT

The impact on pupils' learning is measured first and foremost by formative teacher assessment. This is achieved through high-quality questioning (in both French and English), structured conversations and class activities. Summative assessment will also be used in the form of end-of-term vocabulary tests. Teachers can then establish the level of progression in language learning and set new targets accordingly. These tests have been carefully designed to test the 'sticky knowledge' pupils have retained from previous modules and year groups. The test papers consist of approximately twelve basic questions; each one focusing on a particular aspect taught in each week of the French programme. Not only will the tests ascertain the vocabulary retention of pupils, but they will also test their reading skills, grammatical knowledge (e.g. the gender of words, infinitives, conjugations) and ability to write simple sentences. This will allow teachers to focus more intently on speaking and listening skills in the lessons, building key aspects of language speaking such as intonation and conversation skills. Pupils are assessed using the same five-point scale as the other foundation subjects. The marks achieved on the assessments will be given grade boundaries; however, teacher judgement is also taken into consideration. The data is saved onto the school system and this allows teachers to track progress over the whole of KS2.

The impact on pupils' learning is also measured through pupil voice and staff surveys. Pupil voice demonstrates pupils' attitudes to, and views of, their learning, while staff surveys analyse the confidence of staff and their views on teaching the French language. The surveys allow the MFL subject leader to deliver effective staff meetings which address the concerns raised and identify CPD needs in relation to the curriculum model. It also provides a key focus for MFL learning walks as the subject lead can focus on the areas and targets that have been identified. MFL lessons have been timetabled at the same time for all KS2 pupils to ensure learning walks can take place in one time slot and progression can be seen between each year group. As there are no workbooks for French, evidence is recorded in a whole-class French book which contains pictures and extracts of work from a variety of pupils. This provides additional evidence for both learning walks and pupil assessment.