

Moorside Primary School Modern Foreign Languages (MFL) Curriculum



Intent, Implementation, Impact

Intent

The skills, knowledge and understanding gained through learning a language contributes to the development of children's oracy and literacy skills and to their understanding of their own culture and those of others. We believe that the early acquisition of French, German and Spanish will facilitate the learning of other foreign languages later in life.

At Moorside Primary School, we are committed to providing a curriculum with breadth and depth that allows all of our children to learn understand and apply a range of knowledge and skills with confidence and security.

We value Modern Foreign Languages (MFL), as an important part of the children's entitlement to a broad, balanced and enriching programme of study. We strive for engagement from and achievement for all children by providing an inspiring knowledge and skill based, progressive curriculum that enables curiosity and critical thinking and learning.

We hope that all children will develop a genuine interest and curiosity about languages, finding them enjoyable and exciting and show a desire to continue their language learning past their Key Stage Two curriculum. We explicitly teach the basic principles of French, German and Spanish however we strive to provide children with opportunities to experience a range of other languages and celebrate the growing diversity of our school community and the languages they speak such as Slovakian, Arabic, Urdu, Bengali and British Sign Language.

Various languages are at the heart of Moorside Primary School due to so many different languages being spoken by our children. We believe that learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others, which feeds into our whole school values.

The curriculum is carefully planned and structured to ensure that current learning is linked to previous learning (including the learning that is delivered in the Early Years Foundation Stage) and that the school's approaches are informed by current pedagogy. Our long term and medium term planning documents offers subject information and learning intentions so that teachers can coherently plan a sequence of lessons to help teachers ensure they have progressively covered the skills and concepts required in the National Curriculum.

Implementation

MFL is taught weekly, with a new area of study being covered half termly. We ensure MFL is given the same importance as all other areas of the curriculum with weekly timetabled slots. We believe this is important in enabling all children to gain 'real life' experiences and master a variety of skills and approaches. A variety of teaching approaches are used and are based on the needs of individual children following continuous assessment for learning.

Within our knowledge-rich approach, there is a strong emphasis on early oracy development. Children will be exposed to numerous languages through listening to one another and adults in the environment. EYFS follows the 'Development Matters in the EYFS' guidance which states the importance of delivering and having access to good models of Communication and Language.

We teach Modern Foreign Languages across Key Stage Two. We use a variety of the following techniques to encourage children to have an active engagement with learning new languages:

- **Games** – in order to develop vocabulary through repetition, reading, writing, speaking and listening skills.
- **Role-play** – these should relate to the situations the children may find themselves in the future.
- **Action songs and rhymes** – to develop phonetic skills, memory skills and to further vocabulary.

Our progression documents ensure that there the pitch of lessons delivered is appropriate and that intentions taught are in sequential order with opportunities given for repetition.

In order for children to know more and remember more in each area of MFL studied, there is a structure to the lesson sequence where by prior learning is always considered and opportunities for revision of facts and MFL understanding are built into lessons. However, this is not to say that this structure should be followed rigidly: it allows for this revision to become part of good practice and ultimately helps build a depth to children's MFL understanding.

Through revisiting and consolidating skills, our curriculum and resources help children build on prior knowledge alongside introducing new skills and challenge. The revision and introduction of key vocabulary is built into each lesson. This vocabulary is then included in our vocabulary displays and additional resources to ensure that children are given opportunities to repeat and revise this knowledge.

Speaking and listening opportunities are within each lesson in order to develop the children's confidence in being able to discuss learning. They are able to share their opinions and make informed observations about their work. Other ways in which children foster a love of language is through active participation in lessons through video clips, sentence building activities, dictionary work and writing for a purpose. Vocabulary is displayed in classroom to serve as a reminder to children.

Displays are created in our main corridors to celebrate children's achievements. Opportunities to celebrate other languages include: celebrating worldwide festivals, displaying world maps across school and having multi lingual signage across school. We build children's confidence through giving praise and feedback for any contribution they make in the foreign language, however tentative.

Our SEND and disadvantaged children are supported in learning languages through the use of visuals in the classroom and adapted planning and resources as necessary. Lessons are differentiated providing the appropriate level of support and challenge.

Cross-curricular outcomes are specifically planned for, with links being established where appropriate and opportunities for writing, reading and maths being exploited. Planning is informed by and aligned with the National Curriculum. Our school, group teaching approach allows us to deliver pitch appropriate lessons to all therefore ensuring appropriate support, scaffolding, challenge and resources are given and used.

Impact

Through the high quality first teaching of Modern Foreign Languages taking place, we will see the impact of the subject in the following ways:

- Children will become aware that a language has a structure, and that the structure differs from one language to another.
- Children will develop their language and communication through development of the four key skills of speaking, listening, reading and writing.

- Children will enrich their language learning by developing an understanding of the French, German and Spanish culture.
- Children will transfer to Key Stage Three effectively and successfully and will be well prepared to continue and develop their language skills.

The impact of using a full range of resources in and outside of school, will be seen across the school with an increase in the profile of MFL. The learning environment across the school will be more consistent with MFL technical vocabulary displayed, spoken and used by all learners. We want to ensure that MFL is loved by teachers and children across school, therefore encouraging them to want to continue building on this wealth of MFL knowledge and understanding, now and in the future.

Impact can also be measured through key questioning skills built into lessons, effective assessment for learning strategies and summative assessments aimed at targeting next steps in learning.

The impact of the school's MFL curriculum is measured through several means:

- Clear and reliable baselines for all children across all subjects.
- Outcomes for children at the end of every academic year.
- Progress and attainment data for all year groups throughout the academic year.
- Formative and summative assessment data.
- Levels of engagement in enrichment activities.
- Children's voices and views.
- On-going observations and monitoring.
- On-going CPD for teaching and support staff.
- MFL lesson and planning scrutiny.