

EYNESBURY CHURCH OF ENGLAND PRIMARY SCHOOL

MFL Guidance



Our Whole School Curriculum Vision Intent Statement

At Eynesbury Church of England Primary School, our curriculum has been designed to ensure every child can 'live life in all its fullness' by offering stimulating and awe inspiring learning experiences with Christian values at its heart. We aim to deliver a curriculum that provides our children with rich knowledge and skills. It gives them the opportunities to develop into well-rounded individuals ready for each stage in their learning journey. Our pupils leave Eynesbury as respectful, good citizens with good memories, a thirst for learning and life and all it has to offer.

Eynesbury Church of England Primary School**MFL Guidance****Introduction:**

Studying a language in primary school provides children with skills that are essential for the twenty-first century. As well as giving them the opportunity to learn a second language, an increasingly important skill in our globalised society, it also helps to promote and develop a broader intercultural understanding. The study of a second language also supports children's literacy and oracy in school, by raising awareness of aspects of their own language(s), thereby enriching their understanding of both.

Curriculum Intent

At Eynesbury C of E Primary School, we believe that learning a foreign language is a necessary part of being a member of a multi-cultural society and provides an opening to other cultures. A high-quality languages education should foster children's curiosity and deepen their understanding of the world. The teaching should enable children to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping children to study and work in other countries.

The national curriculum for languages aims to ensure that all pupils:

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

At Eynesbury C of E Primary School it is intended that when children leave us, they will have a natural curiosity and confidence to explore other countries, cultures and languages, accepting that, in a multi-lingual society it is a valuable skill to be able to communicate effectively with others in another language. They will be engaged and prepared to continue language learning in the next phase of their education.

Curriculum Implementation

Pupils in KS2 have MFL lessons where they have the opportunity to listen to, join in with, read, speak and write in French. We follow the Kapow Scheme of Work. Pupils are taught to:

- *listen attentively to spoken language and show understanding by joining in and responding*
- *explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words*
- *engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- *speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- *present ideas and information orally to a range of audiences*
- *read carefully and show understanding of words, phrases and simple writing*
- *appreciate stories, songs, poems and rhymes in the language*
- *broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary*
- *write phrases from memory, and adapt these to create new sentences, to express ideas clear*
- *describe people, places, things and actions orally and in writing*

- *understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English*

MFL and Inclusion

The teaching of Modern Foreign Languages gives every child a chance to take part and enjoy a new language. It can provide a boost to those children who have difficulties in other areas of the curriculum. Some children have previous experience of learning a modern foreign language and can apply the skills and strategies they have learnt. In all classes, children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. MFL is a highly inclusive subject, however, and despite our principal aim of developing children's knowledge, skills, and understanding, the initial focus will be on enjoyment. At Eynesbury C of E School, we will teach MFL to all KS2 children, whatever their ability and individual needs. MFL forms part of the school curriculum policy to provide a broad and balanced education to all children. Occasionally, children may be removed from MFL classes, in order to make time for planned intervention with a TA.

Equal opportunities

We are aware of the different and individual needs of each child with regard to the physical, emotional, behavioural and learning needs, as well as any special abilities and any needs that may arise as a result of race or gender.

Curriculum Impact

Summative assessments take place throughout the year. The MFL teacher uses this information to inform future lessons; ensuring children are supported and challenged appropriately. Further information is gathered through pupil questionnaires; highlighting strengths and achievement and any improvements, knowledge and skills that still need to be embedded. Progress and effort are communicated to parents at the end of the year.

MFL curriculum planning

Our school currently follows the Primary Languages Network scheme of work. It is a live scheme which is continually updated and revised in order to meet with current curriculum standards. Alongside the planning provided, the network also enriches this through accompanying power points, pod casts (spoken by native speakers) links to authentic literature, songs, games, culture points of reference, links to appropriate websites. In addition, resources from La Jolie Ronde, Rebecca Hawkes, CGP and a range of other schemes/ books are used to enrich the lessons.

Spiritual, moral, social and cultural development

Through MFL, we encourage children to relish and enjoy challenge, and show resilience and persistence. MFL lessons develop self-confidence and self-esteem, encouraging children to respect themselves and others.

MFL supports moral development by encouraging children to express themselves with confidence in another language and provides opportunities to explore and respect other cultures,

MFL supports social development by encouraging children to cooperate and work well together, respectfully exchanging opinions with others in French.

MFL supports cultural development by exploring a range of cultures and beliefs through authentic experiences such as exposure to native speakers (audio). We respect traditions of other cultures and learn about similarities and differences between our cultures.

Ensuring continuity and progression in learning

Progression is ensured following the key objectives in the framework. Children will have the opportunity to work with the 5 strands: literacy, oracy, intercultural understanding, knowledge about language and language learning strategies.

Repeated opportunities throughout logically sequenced topics ensure that children learn to communicate for practical purposes, encouraging them to learn new ways of thinking, use their initiative and demonstrate independence.

Roles and Responsibilities

The subject is led and taught by the MFL Subject Leader who has time set aside to review standards and monitor curriculum provision and ensure resources are up to date.

Health and Safety

Health and safety arrangements are in line with the school policy. MFL activities must be safe for both pupils and staff. When planning activities, the MFL teacher will anticipate likely safety issues and carry out a risk assessment prior to starting the activity. Additionally, children are encouraged to consider health and safety issues for themselves and others.

Resources

We use interactive boards to access the internet as a class. The majority of digital resources are online, on staff share or on DVD/ CD rom in the subject leader's classroom. Bilingual dictionaries are also stored in the subject leader's classroom.

Monitoring

Monitoring takes place through book scrutinies, staff and pupil questionnaires by the MFL co-ordinator and SLT.

Review: as appropriate