

# Caton St Paul's C of E Primary School MFL Curriculum Statement

INTENT	At Caton St Paul's, we aim to develop a deeper understanding of the cultural differences and similarities between our own country and the countries where the language is spoken. Lessons teach children the skills needed to communicate confidently in French, we aim to provide an appropriate balance of spoken and written language by exploring; listening, speaking, writing, reading and grammar skills.											
	<p><b><u>Vocabulary:</u></b> Our intentions for vocabulary in MFL is to expose all pupils to year group specific technical language taking from our school's knowledge and skills progression document. Teachers will share with the pupils the vocabulary that will be required to be used within the lesson. Pupils will be expected to use the vocabulary both verbally and in written form to discuss, reason and communicate about MFL.</p>	<p><b><u>Knowledge/Skills:</u></b> At Caton St Paul's, we aim to develop a deeper understanding of the cultural differences and similarities between our own country and the countries where the language is spoken. Lessons teach children the skills needed to communicate confidently in French, we aim to provide an appropriate balance of spoken and written language by exploring; listening, speaking, writing, reading and grammar skills.</p>	<p><b><u>Progression:</u></b> At CSP we aim to create lessons that cover the knowledge and skills that are expected for each year group. The MFL subject lead has created a rolling programme for teachers to use alongside their own planning and POS for KS2, National Curriculum and progression of skills for each year group.</p>	<p><b><u>Concepts:</u></b> We believe that learning further languages opens up the curiosity and opportunities for children to explore. It can help to enhance problem solving skills and creative thinking, in addition to building confidence. Children will develop the confidence to be able to communicate with each other in French. They become aware that a language has a structure, and that the structure differs from one language to another, giving them a rich understanding other cultures. By teaching French in KS2, we ensure readiness for languages taught to children in KS3.</p>								
IMPLEMENTATION	<p><b><u>Inclusive teaching and learning:</u></b> In MFL KS2 teachers will implement adapted and personalised teaching approaches, materials and resources that accommodate the learning needs of all pupils.</p> <ul style="list-style-type: none"> <li>Personalised work (adult support, challenge, resources)</li> <li>Pre tutoring to teach pupils key vocabulary, knowledge and skills</li> <li>Access to resources and equipment to support their acquisition of MFL knowledge and skills</li> </ul>	<p><b><u>Subject coverage/curriculum:</u></b> 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.</p>	<p><b><u>Resources:</u></b> The implementation of higher quality teaching and learning in MFL is supported by KS2 teachers having access to online tools to support their teaching.</p> <p>At CSP we use Lightbulb resources to supplement our planning and lessons. Teachers also have access to high quality texts</p>	<p><b><u>SMSC:</u></b> Children learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. It's important to us that we promote respectful attitudes and understanding towards new languages and cultures different to our own. Remembering our Christian ethos, to love and respect one another and we take care of the world in which we live.</p>								
	<b><u>Primary and Early Years overview</u></b>											
	KS2											
	<b>Primary National Curriculum</b>											
<p><b><u>Local context:</u></b> Children will develop the confidence to be able to communicate with members of the community and each other in French. They become aware that a language has a structure, and that the structure differs from one language to another, giving them a rich understanding other cultures. By teaching French in KS2, we ensure readiness for languages taught to children in KS3 in local secondary schools.</p>	<p><b><u>Adaptations and Prioritisation:</u></b> Our lessons and evaluations consider the disruption to teaching, and to secure firm foundations before moving on to new learning. MFL planning for the rest of 2021/22 will consider disrupted schooling in the past two academic years rather than starting the summer curriculum as usual. Linked topics can be addressed together, starting with those from the year below. We will prioritise key topics, rather than trying to teach everything.</p>	<p><b><u>Evidencing teaching and learning:</u></b> Summative assessments take place throughout the year and teachers record the progress and attainment against the NC and POS. Teachers use this information to inform future lessons, ensuring children are supported and challenged appropriately. Age related expectation levels are reported to parents at the end of the reception year.</p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 33%;">Listening</td> <td style="width: 33%;">Reading</td> <td style="width: 33%;">Writing</td> </tr> <tr> <td>Speaking</td> <td>Grammar Skills</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	Listening	Reading	Writing	Speaking	Grammar Skills				
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Speaking	Grammar Skills											
IMPACT	By the end of Key Stage 2, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.											
	<p><b><u>Pupil voice:</u></b> Our whole-school curriculum approach means listening to the voices of everyone in the school community. This includes children and young people as well as parents and carers, and school staff. Our children and young can offer unique perspectives on what it is like to be part of a MFL lesson; involving them in decision-making creates a meaningful change and better academic outcomes.</p>	<p><b><u>Knowledge:</u></b> MFL knowledge has been mastered when a child can confidently and securely talk use new vocabulary and independently apply the knowledge to new learning in unfamiliar situations.</p>	<p><b><u>Skills:</u></b> All children will have the skills and the resilience to solve problems by applying skills linked to MFL to a variety of situations with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios. We aim to deliver enjoyment through our lessons whilst focussing on all four skills of speaking, listening, reading and writing. Children will learn skills to understand how to communicate in French, including numbers, time, food, local areas, clothes, holidays etc. Equipping them for future opportunities to explore the French language.</p>	<p><b><u>Cultural capital:</u></b> Our children face unique economic, environmental, and humanitarian challenges. We believe that learning further languages opens up the curiosity and opportunities for children to explore. It can help to enhance problem solving skills and creative thinking, in addition to building confidence. The children learn through practical activities, songs/rhymes, role play and games to improve memory of the new vocabulary taught.</p>								