

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 French is spoken. Lessons teach children the skills needed to communicate confidently in French and we aim to provide an appropriate balance of spoken and written language by exploring; listening, speaking, writing, reading, grammar skills and phonics.			
	<u>Vocabulary:</u> Our intentions for vocabulary in MFL are to expose all pupils to year group specific technical language taken from our school's personalised Language Angels curriculum. 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 in French.	<u>Knowledge/Skills:</u> 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, grammar and phonics skills. In addition, the children will be taught how to look up and research language they are unsure of, using bilingual dictionaries and online resources where appropriate.	<u>Progression:</u> At CSP we aim to create lessons that cover the knowledge and skills that are expected for each year group. By adapting and personalising Language Angels resources, we have 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. Language Angels content is continuously updated and reviewed annually, ensuring that it will always be relevant and in line with meeting or exceeding national DfE requirements.	<u>Concepts:</u> 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 will become aware that a language has a structure, and that the structure differs from one language to another, giving them a rich understanding of other cultures. By teaching French in KS2, we ensure readiness for languages taught to children in KS3.
IMPLEMENTATION	<u>Inclusive teaching and learning:</u> In MFL KS2 teachers will implement adapted and personalised teaching approaches, using materials and resources that accommodate the learning needs of all pupils. - Personalised work (adult support, challenge, resources) - Pre-tutoring to teach pupils key vocabulary, knowledge and skills - Access to resources and equipment to support their acquisition of MFL knowledge and skills	<u>Subject coverage/curriculum:</u> 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.	<u>Resources:</u> The implementation of higher quality teaching and learning in MFL is supported by KS2 teachers having access to the Language Angels online tools to support their teaching. This provides high quality resources for all skills areas, including listening activities recorded by native French speakers.	<u>SMSC:</u> 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. We remember our Christian ethos, to love and respect one another and we take care of the world in which we live.
	<u>Local context:</u> 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 of other cultures. By teaching French in KS2, we ensure readiness for languages taught to children in KS3 in local secondary schools.	<u>Adaptations and Prioritisation:</u> Topics on the MFL long term plan are chosen in line with other class topics where possible (e.g. the Olympics in French while learning about the Ancient Greeks in history). Entry level units are used in Year 3/4, with intermediate units in Year 4/5 increasing the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) presented to pupils. Progressive units are the most challenging units and used in Year 5/6 when pupils have a good understanding of the basics of French. There are opportunities for children to be further challenged at all points, as well as scaffolds, frames to provide varying levels of support.	<u>Evidencing teaching and learning:</u> 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.	<u>KS2 Overview:</u> Year 3/4 rolling curriculum: I am Learning French, Ice Creams, I Can... , Introducing Yourself, Fruits, Animals, Little Red Riding Hood. Year 4/5 rolling curriculum: My house, the weather, habitats, Presenting Myself, The Date, The Olympic Games. Year 5/6 rolling curriculum: In Town, The Weekend, Me in the World, At School, Healthy Eating, Planets.
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.			
	<u>Pupil voice:</u> 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 people can offer unique perspectives on what it is like to be part of an MFL lesson; involving them in decision-making creates a meaningful change and better academic outcomes.	<u>Knowledge:</u> MFL knowledge has been mastered when a child can confidently and securely talk using new vocabulary and independently apply their knowledge to new learning in unfamiliar situations.	<u>Skills:</u> 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 focusing on all four skills of speaking, listening, reading and writing, as well as grammar and phonics. 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.	<u>Cultural capital:</u> 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.