



St Mary Magdalen's RCVA Primary School

Modern Foreign Languages Curriculum Statement

NATIONAL CURRICULUM PURPOSE OF STUDY

THE NATIONAL CURRICULUM STATES THAT:

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils 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 pupils 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.

NATIONAL CURRICULUM REQUIREMENTS FOR SUBJECT CONTENT AT KS2

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication.

Pupils should be 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 clearly
- 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.

CURRICULUM INTENT

At St Mary Magdalen's we aim to promote inquisitive individuals who are confident to engage in the world, asking questions to improve their understanding and have an aspiration for gaining knowledge and widening their experiences of the locality and the wider world. The intention of the Modern Foreign Languages curriculum at St Mary Magdalen's is that children are taught to develop an interest in learning other languages in a way that is enjoyable and stimulating. We believe that the learning of a language provides a valuable educational, social and cultural experience for our pupils. A high-quality languages education should foster children's curiosity and deepen their understanding of the world. It helps them to develop communication skills in speaking, listening, reading and writing, with an aim of making progress in one language. In addition, children's knowledge of how language works will be developed to lay the foundations for further language learning in future. 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.

Through our teaching of languages we aim to:

- ensure every child has the opportunity throughout Key Stage 2 to study a foreign language and develop their interest in the culture of other nations.
- ensure pupils have access to high quality teaching and learning opportunities.
- ensure pupils become familiar with the sounds and written form of a modern foreign language.
- ensure pupils gain enjoyment, pride and a sense of achievement.
- ensure pupils increase cultural understanding by learning about different countries.

CURRICULUM IMPLEMENTATION

SEQUENCE

Learning a foreign language is a foundation subject in the National Curriculum. Our MFL curriculum has been designed to progressively develop skills in French. We are currently using Salut! and Linguascope to deliver our French lessons. These ensure children acquire a bank of vocabulary. Our school follow our own progression grids to ensure development is progressive as they build on previous knowledge.

TEACHING & LEARNING

We teach French for approximately 40 minutes per week and phrases are then embedded in every day usage e.g. when taking the register.

All children in Key Stage Two are taught French in a weekly discreet lesson. This is delivered by the class teacher or a HLTA during PPA. We have a close link with a secondary school and a MFL teacher comes in weekly to work with one class each term.

Every year we participate in the European Day of Languages. This provides an opportunity for all children to experience another language.

EXTRA CURRICULAR OPPORTUNITIES

Children in Year 3 and 4 are given opportunities to take part in French sessions after school to enhance their learning of the language. Year 4 and 5 children are given opportunities to work with Lingotots.

SPECIAL EDUCATIONAL NEEDS | MORE ABLE, GIFTED & TALENTED

All lessons are tailored to the needs of the children in the class. Teachers model activities as well as providing different levels of difficulty to support less able pupils and lessons are adapted to be inclusive of all disabilities. We recognise that children with social and communication difficulties may struggle with an additional language so teachers may choose to use further visuals to support the lessons. Quality first teaching strategies aim to include all pupils. Any significant concerns are raised in SEND termly meetings.

SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT

The teaching of a foreign language offers opportunities to support the social development of our children through giving them an understanding of the world around us and an appreciation of different cultures.

We recognise our role in challenging stereotypes within French lessons and teach both language and culture.

CURRICULUM IMPACT

ASSESSMENT & RECORDING

Teachers assess children's work in French through discussion and support within the lesson. Most assessment is through verbal communication although there will be some opportunities for independent written work to be marked.

At the end of the year, the class teacher makes a summary judgement about the work of each pupil in relation to the skills they have developed in-line with the National Curriculum in England 2014 and these are reported to parents as part of the child's annual school report. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

We do not want to instil the idea that some children can do French and others can't. We recognise effort, progress and determination and offer advice on how to improve, highlighting the strengths and weaknesses and encouraging progression and enjoyment for all pupils.

MONITORING & REVIEW

The monitoring of the standards of children's work and of the quality of teaching through monitoring planning, lessons and pupil voice in French is the responsibility of the MFL Subject Leader and Head Teacher.

The work of the MFL Subject Leader also involves supporting colleagues in the teaching of French, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. Pupils and staff also have opportunities informally and more formally to make suggestions e.g. through questionnaires and in curriculum staff meeting time.

The subject leader meets with a designated governor to discuss development priorities and reports to the full governing body as part of the Head Teacher's report.

EXTERNAL VERIFICATION

Consultation with local schools through "Sea-links" in October 2019 has informed end points in our development of the curriculum for 2019-20 and opened up opportunities for further professional development. The MFL lead attends frequent cluster meetings to share their practice with other teachers and schools.