

Modern Foreign Languages Curriculum 2020 – 2021

Curriculum Intent

What is the intent of the Modern Foreign Languages (MFL) curriculum?

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 children:

1. Understand and respond to spoken and written language from a variety of authentic sources.
2. 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.
3. Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
4. Discover and develop an appreciation of a range of writing in the language studied.

Children have weekly lessons in French throughout Key Stage 2, using the Kapow scheme of work in addition to other resources. Areas covered include: number, colours, about me, games and songs, transport, clothes, portraits, weather, food, pets, space, shopping, sport and holidays. The sequence of lessons is built upon skills and language learnt in the previous years to enable them to advance further.

Within Key Stage 1 the use of foreign languages is introduced through continuous provision, for example from Foundation Stage children are exposed to a variety of languages through songs and games. This is built upon throughout the key stage with further reference also being made to numbers to 10 and colours. Bespoke units of learning have also been produced for EYFS and KS1 with a topic for the term, such as 'greetings'. This is introducing a spiral curriculum that can be built upon throughout the school. Learning in EYFS and KS1 is taught through songs, stories and dances.

Opportunities to explore cultures are embedded into all areas of the curriculum in each key stage. This is also explored through language days and diversity week. It is the intention that when children leave St Thomas More Catholic Primary School, they will have a natural curiosity and confidence to explore: other countries, cultures and languages. They will accept 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 at Secondary School.

Curriculum Implementation

How does the curriculum overview allow all children to achieve?

- The success criteria will be clearly linked to the National Curriculum via the Kapow scheme of work.
- Our MFL curriculum is taught using ‘Kapow’. Kapow has a sequence of detailed lesson plans to support the delivery of the MFL curriculum. The lessons cover a range of skills and knowledge so that children are exposed to all areas of the MFL curriculum and have a broad understanding.
- Lessons are delivered weekly in KS2 and Kapow provides opportunities for cross curricular links therefore encouraging an awareness of a wide range of cultures.
- Within KS1 MFL opportunities are provided through continuous provision such as answering the register in a variety of languages. They also learn different songs and explore a range of French stories throughout the year.
- FS have the opportunity to **encourage cultural awareness** through topic links, such as ‘Understanding the World’ within the EYFS Development Matters framework (2021).

How is prior knowledge revisited?

- The sequence of lessons is built upon skills and language learnt in the previous years to enable them to advance further and ensure knowledge is embedded in the child’s long-term memory.
- Prior knowledge learnt in EYFS and KS1 is built upon throughout KS2.

Children 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.
- Learn through aural, oral then written form following pedagogical research into language acquisition at Primary age.
- Compare phonic word structures and discuss with growing pronunciation knowledge understanding that English phonics can differ to different languages.
- 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.

How is assessment used effectively?

Assessment is used consistently and strategically to evaluate children's progress, knowledge and understanding. It is a valuable tool used by teachers to be able to identify individual strengths and areas for development to inform next steps in planning and teaching. Teacher, peer and self-assessment, oral and written feedback and formative and summative assessments inform next steps, interventions, amendments and provision to ensure children are supported and extended.

How is cultural capital developed through the curriculum?

- Children have the skills and knowledge and know how important a high-quality language knowledge is in understanding the world and cultures around them. They will be aware that MFL is a vital skill in today's multi-cultural world.

Curriculum Impact

What does Impact look like?

- Children will demonstrate knowledge and understanding from their relevant starting points.
- Children have a range of skills and knowledge that meets the requirements of the 2014 National Curriculum.
- Within KS2, children are confident and competent, and can use their knowledge to communicate through reading, writing and speech in French.
- Within KS1, children have an awareness of other cultures and are starting to appreciate that these cultures are different to their own.
- Children are aware of a variety of different cultures and understand the importance of being able to communicate in today's multi-lingual society.
- Children have an age appropriate awareness of French.
- Our MFL curriculum ensures that children develop the skills to communicate with another in a different language, specifically, French. They will have the foundations to develop these skills within secondary school, giving them a valuable future skill that they may use as they enter the work-place.

SEND/Disadvantaged

Our aim is to make our SEND and Disadvantaged children to feel valued and included, and to have high aspirations. Inclusion is embedded in our practice and teachers regularly review and reflect upon their own practice to ensure progress is made. Teaching is adapted and responds to the strengths and needs of all learners