



What Modern Foreign Languages (MFL) looks like in Goodrich CE (VC) Primary School

Four basic elements run through our whole curriculum. Through the Languages curriculum we foster Achieve, Believe, Care and TIPTOP to enable every child to be the best they can be.

Our curriculum sets out: the significant and key knowledge that pupils should know and remember as well as the skills that the children will develop and build on; the key concepts that children will return to in different contexts and year groups; the prior learning that the children can build on; the vocabulary that will be introduced as well as the sequencing and progression of the units to be taught.

The importance of Languages (MFL) at Goodrich CE (VC) Primary School

At Goodrich CE (VC) Primary School, we aspire to be linguists! Learning languages opens doors to experiencing and immersing in different cultures. Through learning a language, children develop a curiosity of other countries and their cultures, thus increasing their self-confidence, creativity and sense of achievement. Our languages curriculum, along with our TIPTOP values and 'achieve, believe, care' enable our children to develop their knowledge, understanding and confidence to communicate in another language. This will empower children as global citizens and develop tolerance, respect and understanding of all cultures and languages.

What Languages (MFL) looks like in our school:

- Opportunities to learn about life in another country, developing an awareness of cultural similarities and differences.
- Opportunities to explore and experiment with the new language.
- Speaking and listening activities to develop confidence in pronunciation, speaking and listening skills.
- Enjoyable and fun activities and songs to foster an interest in learning another language.
- Grammar activities which reinforce and develop their understanding of their own language.
- Children working independently, in pairs or in groups.
- As children progress, they become proficient in listening, speaking, reading, writing and the formation of the language.
- Opportunities to communicate in the language.
- Cross curricular and discrete language lessons.

Our philosophy:

- The delivery of our Languages curriculum, along with our whole school values of Achieve, Believe, Care enable our children to develop their skills, understanding and ability.
- Children learning languages through enjoyable and fun activities.
- Using the children's understanding as a starting point.
- Making links to the world around us, developing an awareness of cultural similarities and differences in different countries.
- High quality modelling of French learning.
- Promoting the use of speaking a different language throughout the school day (e.g. registration).
- Cross-curricular links where possible, which builds on children's prior and current learning to develop a greater understanding and appreciation of the subject.
- To foster a healthy curiosity in our children and a passion for languages.
- Our high-quality scheme of work educates, engages, inspires and challenges pupils, equipping them with the knowledge and skills to develop their knowledge of a new language and communicate with it.
- Children use their knowledge of the foreign language with growing confidence, both to understand what they hear and read, and to express themselves in speech and writing.
- We want our children to enjoy their language (French) lessons and embrace the opportunities they are presented with, without fear of judgement from others.
- Acquire, through all of the above, a sound basis for further study at Key Stage 3 and beyond.

EYFS:

Language is all around them and integral to their daily being. The children will explore languages and their understanding of the world, people and communities through a combination of child initiated and adult directed activities.

By the end of Key Stage 1 children will:

Children will have opportunities through cross-curricular links to:

- Appreciate stories, songs, poems and rhymes in the language.
- Explore different ways to greet people in other languages.
- Explore the patterns and sounds of language through songs and rhymes.
- Explore the similarities and differences between different countries and cultures.

By the end of KS2 children will:

- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Listen attentively to spoken language and show understanding by joining in and responding.
- 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 those 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.

As part of the National Curriculum, all Key Stage 2 pupils must learn another language during school time. At Goodrich CE Primary School, we have chosen to teach languages through the medium of French to all children within Key Stage 2.

This is how it works:

- Lessons provided through discrete French lessons by a language specialist in all key stage 2 classes.
- MFL is taught in a weekly lesson
- Language teaching in Early Years and Key Stage 1 is ad hoc and informal. E.g. children are encouraged to answer the register in a different language.
- Each lesson will have an aspect of speaking, listening and writing and will start with a revision of language learned previously.
- Some work will be evidenced in MFL books or on Seesaw.
- Clear progression of skills developed throughout key stage 2.
- Progression of knowledge and vocabulary developed over a two year cycle.

This is what adults do:

- Create a learning environment that supports learning and engages the children's interests in the area that is being studied.
- Create a positive learning environment to encourage confidence to communicate in the learnt language.
- Language specialist plans and delivers lessons which develop core language communicative skills and build on prior knowledge.
- Support, encourage, foster and nurture a love of languages, including French throughout the school.
- Give wider extra-curricular opportunities through collective worships, celebrations from different countries and cultures.
- Learning walks/monitoring to ensure that MFL is being taught and there are opportunities throughout the school day that encourage children to practice vocabulary.
- Listen to staff and pupil feedback.

This is how we support:

- We teach languages to all children, whatever their ability, to ensure that all children are provided with a broad and balanced education.
- Work might be supported so that all children are able to meet the learning objective in activities suitable to their own individual needs.
- Language specialist provides learning opportunities matched to the needs of children with learning difficulties and address any barriers to an individual's learning or their ability to take part in any activity.
- Range of equipment, resources and activities so children can make progress e.g. word lists.
- Small group/1:1 adult support given where required.
- These children will then receive additional support or resources to use in order for them to successfully meet the learning objective.
- Give wider opportunities for performance e.g. other classes, collective worships.

How do we challenge children in Languages?

- Lessons will be differentiated through challenge or support.
- Additional activities to stretch the learning within the lesson and further develop certain skills or techniques.

- Children will be given the opportunity to support their peers with spoken and written language further embedding their own knowledge.
- Record themselves speaking using Seesaw.

How do we ensure all children can access the Languages curriculum?

- Children who have SEN or EAL needs are introduced to specific subject relevant language prior to the lesson.
- Seating children alongside good role models to support one another or working in groups to enable children to practise language skills.
- By providing equipment and resources (practical and visual) relevant to each individual child, e.g. templates, vocabulary necessary for writing, writing frames.

The impact of children's progress and their ability to know more and remember more will be visible through a range of methods. These may include end of unit assessments or quizzes, spoken responses, progress over time in pupils' MFL books, Seesaw, extended writing or even an end of unit project.

What will you see in MFL?

- Happy and engaged learners
- Children who are self-motivated and eager to learn new words in a different language
- Confident children who are willing to communicate in the language that they are learning
- Engagement and perseverance
- TIPTOP Learning
- Individual, pair and group work
- Children sharing and reflecting on their learning
- Independent working from children, as well as often making their own decisions on their learning
- Themed days to give the children the opportunity to learn about aspects of a country/culture in a meaningful context.
- Curious children who ask questions, take risks and participate in discussions.
- Children developing their own cultural capital with a growing awareness of their place in the local, national and international community.

How do we know how well our children are doing in MFL?

- Mistakes/misconceptions are picked up and addressed during lessons.
- Marking and feedback by teacher, peers and self-marking.
- Monitoring in Art and Design includes MFL book scrutiny, lesson observations and/or learning walks, and pupil/staff/parent voice interviews conducted by the Languages lead.
- Evaluation and feedback by teachers and peers.
- Photographic/video evidence included in children's MFL books/Seesaw/school website/Twitter.

What do we do with the assessment data we collect?

- Informal judgements based on observations during lessons.
- Summative assessment is conducted termly by class teachers.
- These judgements then inform the end of year level the children are working at.

How do we know that our children are flourishing in MFL?

- Children who enjoy Languages and French lessons.
- Children who can confidently discuss their learning and progress in French/Languages.
- Reflective learners.
- Increasingly resilient learners.
- Children who are prepared to share the learning they have acquired in a variety of ways such as engaging in conversations, asking/answering questions, expression their opinions and responding to others, reading, writing etc.
- Children who listen attentively to spoken language and show understanding by joining in and responding.
- Children who appreciate stories, songs, poems and rhymes in the language.
- Children who broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Children who are able to talk about some cultural similarities and differences they have discovered.

What is Cultural Capital?

The National Curriculum defines cultural capital as: 'the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement'. This powerful knowledge can be split into two categories: powerful subject knowledge and powerful personal knowledge.

Powerful Subject Knowledge in Languages

- The MFL National Curriculum
- The knowledge of how and why people need to understand other languages and cultures.
- The knowledge of local, national and worldwide events and their importance on society.

Powerful Personal Knowledge in Languages

- The celebration of international languages day.
- Experience French culture: food, music, festivals and stories.
- Nurture a tolerance and understand the similarities and differences of other cultures to their own.
- Celebrate and experience occasions from different countries and cultures e.g. Chinese New Year, Diwali, St. David's Day.