

MFL Core Purpose Statement

Intent: (what is the purpose of this subject)

Our MFL curriculum aims to promote a love and enthusiasm for foreign language learning, with plentiful opportunities to develop children's **listening, speaking, reading and writing** skills both through French and Mandarin lessons (in Year 6).

Foreign language learning provides an excellent platform to explore cultural differences, which challenges stereotypes and prejudice whilst promoting diversity and equality. As a result, children reflect on and celebrate the diverse nature of their local community and the wider world, as well as express their own cultural identities in a positive way.

The curriculum enables children to understand and respond to both spoken and written language, as well as enabling them to speak with increasing confidence, fluency and spontaneity. Our MFL curriculum provides a foundation for learning further languages, and equips children with the skills to apply this, giving them a thirst for learning languages and curiosity in the world.

Implementation: (how is this structured/sequenced)

We use specialist teachers to teach French across Years 1-5 and Mandarin in Year 6 because these languages are reflective of our community and provide an excellent foundation on which to build on in the next phase of their education, as our local secondary schools offer these subjects.

We use the Primary Language Network scheme of work as a basis for our curriculum planning, it is an effective and accessible scheme which ensures that foreign language learning is creative, purposeful and memorable. French is taught through termly units of work that cover the National Curriculum expectations, we teach extended lessons to ensure the breadth of the curriculum is covered. The lessons within the scheme are clearly mapped out with a strong progression of skills, providing plentiful opportunities to revisit and recall past learning and apply previously learnt vocabulary into full sentences.

In preparation for statutory/formal foreign language teaching/learning in KS2 – we begin French teaching and learning in KS1. From Year 1, this happens through nursery rhymes, songs, chants and role play where the combination of music and repetition allow all children to join in.

As children enter KS2, their foreign language learning begins to take more of a focus on target language vocabulary and applying this in short conversations. As they progress through KS2, they develop new skills through listening, speaking, reading and writing, where new vocabulary is taught alongside the revisiting of previously learnt phrases to ensure progress. This enables pupils to grow in competence as they realise the previous knowledge they can apply to their new learning. With each new stage of learning, the core language skills of listening, speaking, reading and writing are progressively built on, adding depth and complexity. For example, in writing children in Year 3 would begin their language learning by writing or copying a few simple words which would have progressed to writing a short text by the time the children leave Clapham Manor in Year 6.

Pedagogy: (what is the approach taken)

What will you see in a lesson?

Every MFL lesson will be centred around the whole school approach for teaching and learning in the

following areas:

1. **Memory platform** – Children will revisit material from the previous lesson(s) with a focus on the sticky knowledge points. Examples of memory platform could include: focus on the language learning skills of memory, recall, listening and responding, use of images, songs, actions, role play and emergent writing to recap recently learnt material.
2. **Connect** – Teacher will recap last lesson and present how it will help children in the current lesson.
3. **Keywords** – Explicit teaching of new vocabulary with the use of visuals, real life objects, songs, actions/gestures, and role play. The curriculum focuses on the development of phonological and grammatical awareness in addition to a broadening of vocabulary. Phonics is integrated as part of teaching with teacher modelling correct pronunciation. A whole school French phrase of the week gives children a broader understanding of the French language. Teacher/Pupil knowledge organisers to centralise all relevant vocabulary and phrases for a specific topic-available on class/curriculum displays.
4. **Modelling** – Adults/native speakers model application of new vocabulary and demonstrate how to use it correctly in a short phrase or sentence.
5. **Independent practise** – Children apply and practise new target language and create their own dialogues, express opinions, label drawings, read and write short pieces of target language text, play quizzes, take part in class language competitions. This is achieved through a combination of individual, paired, small group and whole class activities. Learners develop the skills to build sentences, link them together and express opinions. They build on their prior knowledge in the 3 pillars of progression: content, phonics and grammar.

Evaluation: (how will outcomes be measures for your subject)

Outcomes in MFL are assessed through a combination of children's foreign language skills: listening, speaking, reading and writing and knowledge retained through end of unit 'puzzle it out' tests in French and 'Big questions' in Mandarin - these are designed to assess what children have learnt and retained through the unit of work. Each test will be assessed by the teacher to identify whether a child has met or exceeded the expected standard. These assessments will be used to inform the teacher's end of year summative assessment. Additionally, children will self-assess their skills and knowledge using language portfolio 'I can' cloud statements.

Next steps: (what are the key priorities for development in this subject)

1. To organise, and make available via school website: online games, quizzes and competitions to promote online learning at home.
2. To celebrate MFL outcomes through a range of ways.