



*A deliberate balance of skills and knowledge so children can enjoy their learning, develop their learning and aim high.*



### **St Michael's C of E Primary School - MFL**



#### **Intent**

##### **Rationale:**

At St Michaels we believe that it is important to develop children's interest in other people and cultures and deepen their understanding of the world. Learning a language enriches the curriculum and supports children to develop positive attitudes to language learning throughout life. The skills, knowledge and understanding gained through learning a new language make a major contribution to the development of children's literacy and to their understanding of their own culture/s and those of others.

##### **Aspirations:**

At St Michaels, we believe language lies at the heart of ideas about individual identity and community. Through being given the opportunity to learn another language this can help to shape children's ideas as well as giving them a new perspective on their own language. We want every child to develop a positive and confident approach to learning a new language, which firmly promotes bilingualism as an asset.

##### **Concepts:**

The aims of teaching Modern Foreign Languages in our school are to:

- 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

#### **Implementation**

##### **Teaching and Learning:**

To ensure high standards of teaching and learning in MFL, we implement a curriculum that is progressive throughout Key Stage Two. Teaching within MFL is strong and promotes the acquisition

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of key knowledge, building on prior learning. MFL will be taught through explicit modelling, resources and prior knowledge being built on.

### **Curriculum, Planning and Progression:**

The MFL curriculum at St Michaels C of E Primary School is based upon the National Curriculum in England, which provides a broad framework and outlines the knowledge and skills taught.

At St Michaels we follow the CGP Salut scheme which allows for repetition and for skills and knowledge to build up on prior knowledge. MFL will be taught for 30 minutes per week, however, this may be taught over a number of days. There is a clear cycle of progression with a repetition of themes and topics building on prior knowledge.

In MFL, skills in speaking, reading and writing are developed through a multi-sensory approach such as rhymes, songs, stories and repetition. In Upper Key Stage Two, children begin to develop their understanding of grammar in another language.

Long and Medium term plans will be in place to show teachers what specific knowledge they need to cover each half term.

Teachers plan lessons with access to the Salut! Scheme of Work, which supports staff in ensuring that their delivery of French is accurate, even if they are not a French speaker themselves.

This planning takes account of prior learning and builds on this. At each stage, the teacher will refer to prior learning and carry out informal assessment of children's stage of development before moving on.



### **Impact**

#### **Assessment, Recording and Reporting:**

Our MFL curriculum is planned to demonstrate progression and repetition over time. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the curriculum.

MFL will be recorded in whole class journals. Each class will have a large journal where images, discussions, activities and tasks can be recorded in an effective and creative way.

The pupil's development in MFL will be reported back to parents in an individual report and parents evening.

#### **Monitoring and Review:**

We measure the impact of our curriculum through the following methods:

- Observing children speaking and listening in another language
- Written work
- Images of children completing speaking and listening activities
- Interviewing the pupils about their learning (pupil voice)
- Book scrutiny
- Learning walks
- Displays

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The MFL subject leader will continually monitor the effectiveness of teaching and the impact on learning and standards through work scrutinies to ensure the progress of knowledge and skills is being taught. They will ensure the knowledge taught is retained by the children and continually revisited and that the learners are able to apply the skills they have been taught to a variety of different situations. Also, the subject leader will evaluate and summarise all aspects of MFL to define next steps for improvement. The MFL subject leader will provide professional development, guidance and support to colleagues to have a positive impact on standards.