



MODERN FOREIGN LANGUAGES AT GILDREDGE HOUSE

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.

Statutory guidance from the National Curriculum for Program of Study for Languages.

Aims

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

MFL in the school curriculum

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;
- 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

MFL at Gildredge House

Being an all-through school has enabled us to create a bespoke programme that builds on skills and knowledge across the whole school.

1. We have a consistent Scheme of work through the Primary from Foundation stage to KS2. Units with key objectives will be used in order to ensure there is continuity and progression from Reception to Year 6.
2. At Gildredge House, we recognise that experiences and enrichment opportunities help to bring the subject of MFL alive. There will therefore be opportunities to:

- Use imaginative play or drama to express feelings and ideas
- Respond to images, games, stories, art, music and dance
- Meet native speakers
- Use stories to explore the culture of the country.

Time Allocation

At Gildredge House

EYFS & Key Stage 1: 30 mins x once per week

Key Stage 2: 30 mins x once per week

Intent

It is our intent at Gildredge House Primary School to provide all of our children with a high-quality education in Modern Foreign Languages (MFL), which develops their love of learning about other languages and cultures. Our current MFL taught are French and Spanish. It is our intention to ensure that by the end of our children's primary education, they have acquired an understanding of both spoken and written French and Spanish, confidence to speak in French or Spanish with others to an appropriate level. Also to know how important other languages can be in their future.

As an all through school, we felt it was important to give the children a range of experiences in different languages to prepare for their more formal learning of a language when they arrive in KS3. Our planning is based on the La Jolie Ronde scheme of work which covers all the components of the Programme of Study. It is the intention that all children EYFS and KS1 children will be introduced to MFL through exploring French and Spanish languages informally and at an age appropriate level,



following the La Joile Ronde Little Languages scheme of work. In KS2, they will access first quality teaching of French in Years 3 and 4 and Spanish in Years 5 and 6 by their class teacher. All children in across the Primary School will have regular language lessons with their class teacher.

Our MFL curriculum is designed to develop not only our children’s language skills, but also their love of learning a language. It progressively develops language skills, through regularly taught lessons. This allows the children to acquire new language then use and apply it in a range of different scenarios and topics. Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games. As their confidence and skills grow, children record their work through pictures, captions and sentences.

The intent of our MFL curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. Because of this, children will be able to participate in a rapidly changing world in which work and other activities are often carried out in languages other than English. The rise of international commerce means that pupils need to be equipped with the skills needed by the international workplace.

The choice of which language to teach is secondary to the lifelong language learning skills that the pupils will be encouraged to develop, skills that they will be able access in the future will help them to learn new languages or to improve their competence in an existing language. Increased capability in the use of MFL promotes initiative, confidence and independent learning and encourages diversity within society.

At Gildredge House, our MFL curriculum intentions are:

Intent	Implementation	Impact
<p><u>Intention 1:</u></p> <p>To build an MFL curriculum, which develops learning and results in the acquisition of knowledge and skills which enables children to access the wider curriculum and to prepare children to be a global citizen now and in their future roles within a global community. Children will know more, remember more and understand more.</p>	<p>In the Foundation Stage, MFL will make an active contribution to all of the seven areas of learning. The language studied will be mainly French with some reflection of other European languages.</p> <p>In KS1, the Key language is French with some reflection of other European Languages.</p> <p>In Lower KS2, the Key Language is French. The children will be building on their prior knowledge and developing a proficiency in listening reading and writing to an age appropriate level.</p>	<ul style="list-style-type: none"> • Children will know more and remember more about MFL. • Children will recognise and apply key French and Spanish vocabulary verbally. • Children will be able to write a limited amount in French and Spanish • The large majority of children will achieve age related expectations by the end of the year.



	<p>In Upper KS2, the Key Language is Spanish. The children will be building on their prior knowledge and developing a proficiency in listening reading and writing to an age appropriate level.</p> <p>Each unit of work identifies prior learning and shows how this is built upon.</p> <p>Clear and comprehensive scheme of work in line with the National Curriculum.</p> <p>The MFL curriculum focuses on the statutory curriculum and enhances this by developing cultural capital.</p> <ul style="list-style-type: none"> • MFL Focused Vocabulary Working Walls <i>MFL Vocabulary Walls throughout school focus on key vocabulary.</i> • Wider Curriculum <i>MFL will be reinforce through Cultural capital activities and events a French Christmas Event and a French summer picnic.</i> • Assemblies <i>Whole school, assemblies use French and will when appropriate make a link to French culture.</i> 	
<p>Intention 2:</p> <p>To build an MFL curriculum that incorporates the understanding of French and Spanish so that children know more, remember more and understand more. As a result, children will develop the knowledge to be able to communicate in another language other than English.</p>	<p>Planning and Teaching:</p> <p>Through the SOW for French and Spanish</p> <p>The children are taught to know and understand how to:</p> <ul style="list-style-type: none"> • Ask and answer questions; • Use correct pronunciation and intonation; • Memorise words; • Interpret meaning; • Understand basic grammar; • Use dictionaries; • Work in pairs and groups, and communicate in French or Spanish; • Look at life in another culture. <p>Every year group's units of work include:</p> <ul style="list-style-type: none"> • Step 1 'Big Picture' - setting the French or Spanish learning that is about to take place within the chronology of the pupils MFL learning to date. • Step 2 Review most recent learning in French or Spanish. 	<ul style="list-style-type: none"> • Children will foster an interest in learning other languages • Children will be introduced to another language in a way that is enjoyable and fun • Children will be aware that language has a structure, and that the structure differs from one language to another • Children will develop their awareness of cultural differences in other countries • Children will develop their speaking and listening skills • Children will be laying the foundations for future study



	<ul style="list-style-type: none">• Step 3 Learning Key French or Spanish Vocabulary• Step 4 Using Oracy (using spoken language)• Step 5 Applying Literacy – writing French or Spanish and applying grammar• Ongoing throughout - Developing Intercultural understanding	
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During KS3, pupils will study French, Spanish and German.

Pedagogical Approaches to the teaching of MFL

Behaviourism	Direct teacher instruction; modelling of skills and techniques; demonstration; modelling use of appropriate vocabulary in context.
Social Constructivism	Teacher modelling; questioning; mix of individual, paired and group instruction
Liberationism	Pupil-led learning; opportunities to showcase learning
Learning, working and talking as a linguist	Being introduced to the key vocabulary relating to the MFL so that all children can express their views, opinions, likes, dislikes and emotions confidently.

Equal Opportunities

MFL follows the schools Equality Policy.

SEND Provision

Reasonable adjustments in MFL:

As a curriculum leader in MFL, I recognise the importance to ensure that children with identified Special Educational Needs and/or Disabilities have access to an ambitious MFL curriculum. Within the curriculum area of MFL, SEND children will be provided with reasonable adjustments through their tasks, support and level of challenge provided. Advice can be sought from the school's SENDCO where applicable.

Responsibilities

The MFL Subject Leader is responsible for:

- Monitoring the teaching and learning of MFL within the Primary phase, ensuring that children know, understand and remember key information about each language taught.
- Overseeing and implementing the policy.
- Writing an annual action plan for The School Improvement Plan and evaluating progress throughout the year.
- Liaising with the Secondary colleague responsible for the implementation of MFL to secondary students to ensure that the curriculum is fit for purpose, providing continuity and progression
- Attending regular courses to keep knowledge up to date and feedback to staff upon return.