

# RYHALL CE ACADEMY

## Modern Foreign Languages (MFL) Curriculum Statement



### INTENT

Ryhall CE Academy intends to teach **French** as the chosen Modern Foreign Language using the 'Language Angels' scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond Key Stage 2, whichever secondary school that they move on to (recognising that our pupils move to various secondary schools though a majority will move to a secondary school where the main languages taught are French & Spanish).

The intent is that all content will be continuously updated and reviewed annually (working closely with the MFL Lead/Department in our local secondary school), creating a dynamic programme of study that will be clearly outlined in both long-term and short-term planning. This will ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase and, in so doing, will always be relevant and in line with meeting or exceeding national DfE requirements.

The four key language learning skills; **listening, speaking, reading** and **writing** will be taught and all necessary **grammar** will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas. In addition, the children will be taught how to look up and research language they are unsure of and they will have a bank of reference materials to help them with their spoken and written tasks going forward.

The intent is that we will provide all pupils with the experiences and opportunities to develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating – this also includes children in EYFS and Key Stage One. Having dedicated time in Key Stage Two to learn a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

### IMPLEMENTATION

All Key Stage Two classes will have access to a high-quality foreign languages curriculum predominantly using the Language Angels scheme of work and resources. This will progressively develop pupil skills in French as a foreign language through regularly taught and well-planned

weekly lessons which will be taught by either class teachers or a HLTA with an appropriate level of skill and qualification in the appropriate language.

Language Angels are categorised by '**Teaching Type**' to make it easier for teachers to choose units that will offer the appropriate level of challenge and stretch for the classes they are teaching.

- Early Language units are entry level units and are most appropriate for KS1 and Year 3 pupils or pupils with little or no previous foreign language learning.
- Intermediate units increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to pupils. Intermediate units are suitable for Year 4-5 pupils or pupils with embedded basic knowledge of the foreign language.
- Progressive and Creative Curriculum units are the most challenging units and are suitable for Year 6 pupils or pupils with a good understanding of the basics of the language they are learning.

Grouping units into these Teaching Type categories ensures that the language taught is appropriate to the level of the class and introduced when the children are ready. Children will be taught how to listen and read longer pieces of text gradually in the foreign language and they will have ample opportunities to speak, listen to, read and write the language being taught with and without scaffolds, frames and varying levels of support.

Early Language Units (entry level) and Core Vocabulary lessons are designed to run for approximately 30 minutes. Intermediate, Progressive and Creative Curriculum units are designed to run for approximately 45 minutes.

Units, where possible and appropriate, will be linked to class topics and cross curricular themes. Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: listening, speaking, reading and writing. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge. Teachers are provided with a Progression Map and Grammar Grid to ensure all children are progressing their foreign language learning skills and are taught the appropriate grammar at the right time in their foreign language learning journey. Grammar rules and patterns will be taught by level of challenge. Grammar is integrated and taught discreetly throughout all appropriate units. Teachers can also use the specific 'Grammar Explained' units to ensure pupils are exposed to all of the appropriate grammar so they are able to create their own accurate and personalised responses to complex authentic foreign language questions by the end of the primary phase. The Progression Map shows precisely how pupil foreign language learning across the key skills of speaking, listening, reading, writing and grammar progresses within each Language Angels 'Teaching Type' and also how the level of learning and progression of each pupil is increased as pupils move across each subsequently more challenging Language Angels 'Teaching Type'. It is a visual demonstration of the progression that takes place WITHIN a 'Teaching Type' and also ACROSS each 'Teaching Type'.

The school has an annual unit planner in place which will serve as an overall 'teaching map' outlining for all teachers within the school what each class in each year group will be taught and when it will be taught. Each class will have an overview of units to be taught during the academic year to ensure substantial progress and learning is achieved. Each teaching unit is divided into 6 fully planned lessons.

- Each unit and lesson will have clearly defined objectives and aims.
- Each lesson will incorporate interactive whiteboard materials to include ample speaking and listening tasks within a lesson.
- Lessons will incorporate challenge sections and desk-based activities that will be offered will three levels of stretch and differentiation. These may be sent home as homework if not completed in class.
- Reading and writing activities will be offered in all units. Some extended reading and writing activities are provided so that native speakers can also be catered for.
- Every unit will include a grammar concept which will increase in complexity as pupils move from Early Language units, through Intermediate units and into Progressive units.
- Extending writing activities are provided to ensure that pupils are recalling previously learnt language and, by reusing it, will be able to recall it and use it with greater ease and accuracy. These tasks will help to link units together and show that pupils are retaining and recalling the language taught with increased fluency and ease.

Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit they will build their knowledge and develop the complexity of the language they use. We think of the progression within the 6 lessons in a unit as 'language Lego'. We provide blocks of language knowledge and, over the course of a 6-week unit, encourage pupils to build more complex and sophisticated language structures with their blocks of language knowledge.

Pupil learning and progression will be assessed at regular intervals in line with school policy. Teachers will aim to assess each language skill (speaking, listening, reading and writing) twice throughout each academic year to be able to provide reference points against which learning and progression in each skill can be demonstrated.

In addition to following the lessons provided in the Language Angels scheme of work and resources, teachers are encouraged to also do some of the following:

- Foreign Language celebration assemblies.
- Cookery sessions of traditional foods from the country of the language being studied (sometimes these will also have appropriate links to countries/cultures being studied as part of other curriculum learning e.g. India (Y2 Geography)).
- Weather forecasts based on maps from the country of the language being studied.

## IMPACT

Early Learning units will start at basic noun and article level and will teach pupils how to formulate short phrases. By the time pupils reach Progressive units they will be exposed to much longer text and will be encouraged to formulate their own, more personalised responses based on a much wider bank of vocabulary, linguistic structures and grammatical knowledge. They will be able to create longer pieces of spoken and written language and are encouraged to use a variety of conjunctions, adverbs, adjectives, opinions and justifications.

We will measure the impact of our MFL curriculum in a variety of ways: Pupil Voice to evidence that pupils are acquiring a developed understanding of the vocabulary and grammar of our chosen modern foreign language, French. They are developing skills in speaking and listening, reading and writing within a foreign language and show improved confidence in discussing their own work and identifying their own strengths and areas for development; evidence sampling shows that pupils have had opportunities for practice and refinement of skills within the MFL curriculum from Year 3 to Year 6 which will support them on their journey through secondary school; evidence also demonstrates that pupils, over time, develop a range of skills and language enabling them to communicate in French with another person.

As a result, pupil attainment in French is developing, allowing for children to make positive gains in their learning beyond primary school.

### Our Golden Threads

Subject Name: MFL		Subject lead: Ms Katy Walker		Date 2021-2022	
<b>How do the following 'Golden Threads' work within this subject?</b>					
CHRISTIAN VALUES		LANGUAGE RICH		KNOWLEDGE RICH	
					
<b>This subject supports our Christian Values by...</b>		<b>This subject supports children's language use and acquisition by...</b>		<b>This subject provides children with rich knowledge by...</b>	
<b>ACTIVE AND ENRICHED</b>				<b>This subject allows for active and engaged learners by...</b>	
Developing <b>Respect</b> , by teaching pupils about how to respect different cultures and points of view.		Developing language choice for the correct situation (e.g. formal/informal).		Learning about another culture and language and compare to our own.	
Developing <b>Friendship</b> across cultures through language links with another school.		A focus on oracy skills throughout learning through a range of experiences, e.g. song, poetry, drama and role-play.		A developing understanding of our own formation of language through considering phonetical development and sentence structure, both formal and informal, in another language.	
				Providing pupils with the chance to learn through a variety of different approaches.	
				Participating in a variety of role play scenarios to practice their new language acquisition.	