



Our Modern Foreign Languages Curriculum



Our MFL Intent

Learning a foreign language is a necessary part of being a member of a multicultural society and provides an opening to other cultures. A high-quality languages education should foster children's curiosity and deepen their understanding of the world. The teaching should enable children 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 children for the opportunity to study and work in other countries.

The national curriculum for languages aims to ensure that all pupils:

1. understand and respond to spoken and written language from a variety of authentic sources
2. 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
3. can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
4. discover and develop an appreciation of a range of writing in the language studied

It is intended that, when children leave Brighstone Primary school, they will have a natural curiosity and confidence to explore other countries, cultures and languages, accepting that, in a multi-lingual society, it is a valuable skill to be able to communicate effectively with others in another language. They will be engaged and prepared to continue language learning at Secondary School.

Our MFL Implementation

In line with the National Curriculum for MFL, pupils at Brighstone Primary school are taught to:

1. listen attentively to spoken language and show understanding by joining in and responding
2. explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
3. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
4. speak in sentences, using familiar vocabulary, phrases and basic language structures
5. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
6. present ideas and information orally to a range of audiences
7. read carefully and show understanding of words, phrases and simple writing
8. appreciate stories, songs, poems and rhymes in the language
9. broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
10. write phrases from memory, and adapt these to create new sentences, to express ideas clear
11. describe people, places, things and actions orally and in writing

12. 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.

At Brighstone, in KS1 children have the opportunity to develop their curiosity for different languages by answering the register in French and other languages and learning the days of the week. Children have weekly lessons in French throughout Key Stage 2, using the resources and units of work from Language Angels, in addition to other resources.

Classes are mixed age (Y3/4 and Y5/6) and so languages are taught on a 2-year rolling programme.

Our MFL Intended Impact

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

- Observing children speaking and listening in another language.
- Marking of written work.
- Images and videos of children completing speaking and listening activities.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupils' work is scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Learning walks.
- Subject tracking.

The MFL subject leader will continually monitor the impact MFL teaching is having on the children's learning, through work scrutinies, to ensure the progress of knowledge and skills is being taught. They will also 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 settings, showing independence with their learning. Impact will also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids, targets and summative assessments aimed at targeting next steps in learning.

