



Luke 24:13-35 On the Road to Emmaus

Two travellers are transformed and enriched by sharing their journey with a guide. We view our work to be similar in making a difference to future lives. We travel together on our journey of transformation and commit our school to always being supportive, nurturing and challenging.

Modern Foreign Languages Curriculum

Intent

MFL teaching at Swineshead Str Mary’s aims to give all children a strong understanding of the world around them whilst acquiring specific skills and knowledge to help them to understand and speak languages unfamiliar to them, particularly French.

Our MFL teachings use an enquiry process to allow pupils to learn for themselves. These processes, at work in the whole curriculum, are suited to the declarative and substantive knowledge required to be linguistic.

Our curriculum enables children’s curiosity, questioning and a willingness to learn a new language. This in turn ensures that our children are confident, life-long learners who will explore the world around them.

Within MFL, we have identified the substantive and disciplinary knowledge to allow our pupils to become successful in a new language. This is set out in more detail in our termly plans.

Substantive Knowledge in MFL

1. Understanding and responding to spoken language
Ensures that children develop a secure understanding of each key block of knowledge and concepts to progress to the next stage - reading, writing and speaking in a new language.
2. Spoken Language
Ensures children learn to speak with increasing confidence, fluency and spontaneity. Supports the children’s communication skills including discussions, pronunciation and intonation.
3. Questioning
Uses ‘big questions’ of meaning, purpose and truth to explore the world around them. Also supports misconceptions to be addressed and challenged.

Disciplinary Knowledge in MFL

All curriculum areas in our primary curriculum have disciplinary knowledge. Disciplinary knowledge is closely linked to our enquiry-based approach to learning. The disciplinary knowledge that is required to be developed in MFL in order that pupils can become linguists are:

- Investigation
- asking relevant questions about the language



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- broaden cultural experiences and investigate a new way of speaking

Expression

- the ability to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- the ability to present ideas and information orally to a range of audiences

Interpretation

- the ability to broaden vocabulary and develop ability to understand new words that are introduced into familiar written material
- the ability to suggest meanings

Application

- making the association in Geography between human and physical; different process of construction in DT, in science between chemistry, maths and physics; in MFL between English and French

Discernment

- explaining the significance of a new culture and the importance of understanding a language correctly

Analysis

- distinguishing between opinion, belief, and fact
- distinguishing between the feminine, masculine and neuter forms and the conjugation of high-frequency verbs

Synthesis

- linking significant features of languages together

Evaluation

- the ability to hold a conversation in French

Processes for Effective Learning in MFL

1. Motivating Learners

This includes developing lessons to ensure engagement and positive learning. Ensuring that using the essential language is clear. Having high expectations to ensure children feel confident trying something new.

2. Incorporating Culture

This includes identifying a specific culture and incorporating this in a non-judgmental environment. Becoming a diverse society by engaging with new ways of life.

3. Present and explain findings



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This involves presenting findings in a range of different ways; discussion, written and through ability to read in French. It includes the skill of communicating findings in a clear and concise way, suggesting interpretations of findings and analysing the range of information present.

4. Evaluate

This involves evaluating the conclusions made through enquiry and how this will impact on our own lives and the world around us.

Personal Qualities for Effective Learning in MFL

- Independent enquirers
- Critical thinkers
- Team workers
- Problem solvers
- Open-minded
- Creative

Our MFL Curriculum Aims:

- to develop our pupils understanding and response to spoken and written language from a variety of authentic sources.
- To develop our pupils speaking 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.
- to enable our pupils to be able to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- to enable pupils to discover and develop an appreciation of a range of writing in the language studied - French.
- To develop our pupils' enthusiasm and enjoyment of cultural learning and discovery.

Implementation

MFL is a statutory subject of the curriculum for all pupils in KS2. The curriculum should reflect a high-quality MFL education which 'fosters pupils' curiosity and deepens their understanding of the world.' (National Curriculum 2014). We comply with the legal requirements for the teaching of MFL by ensuring full coverage of 'The National Curriculum programmes of study for Modern Foreign Languages for KS2 2014.'

MFL is taught consistently, once a week for half an hour in all KS2 classes, but is also something that KS1 will use to ensure diversity through the taking of the register in different languages or greeting children and families using visual and written aids in a range of languages.

Teachers assess children's work in MFL by making summative assessments throughout the school year. All pupils are encouraged to evaluate their own learning and to suggest ways to progress further with their declarative and process knowledge. This is supported through the use of Knowledge Organisers in the children's books. The knowledge organisers outline the knowledge (including vocabulary) all the children must master. MFL knowledge and vocabulary are also written on the working wall.



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Teachers record the progress made by the children against the learning outcome for each unit: below expected for age, at expected, or greater depth.

Impact

MFL develops pupils'...

- Knowledge and skills across the curriculum
- Ability to understand, say, read and write familiar spoken words and phrases
- Ability to answer questions and give basic information in a new language
- Understanding pronunciation and awareness of sound patterns in French
- Develop an understanding of the main points and personal responses in short written texts; ability to read independently selecting simple texts and using a bilingual dictionary or glossary to look up new words
- Ability to take part in simple conversations, using cues, and expressing opinions. Using knowledge of grammar to adapt and substitute single words and phrases.

The teaching of MFL encourages pupils to:

- Understand the world through the learning of new cultures and languages
- Recognise the power of rational explanation.
- Develop a sense of excitement and curiosity about the world around them
- Understand how language can be used to explain what is occurring.

The teaching of MFL enhances pupils'...

- Awareness and understanding of the world around them as well as the future and the importance of a multi-cultural society
- ability to reflect on, consider, analyse, interpret and evaluate languages and grammatical differences

The teaching of MFL offers:

- opportunities for all pupils to have hands-on learning experiences.
- apply a range of language skills through a range of experiences

Small Village, Big Horizons Examples of curriculum intent

High aspirations

- High standards of expectations which are the same as core subjects.
- Use of precise and technical vocabulary to extend children's knowledge
- Encourage children to converse independently in French
- Encourage children to embrace challenges, question themselves and enjoy working hard



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Cultural experiences and Enrichment

- Vocabulary used on learning walls to promote diversity and inclusion
- MFL day to be planned for
- A Class Assembly linked their learning of MFL and showed a conversation between two children in French
- Engaging MFL displays within the school to incorporate children's learning so far

Lifelong love of reading

- Classroom/Library have non-fiction books on display that link to topic.
- Knowledge organiser quizzes at the end of each subject
- Children enjoy the 'Rigolo' programme of study which has lots of reading opportunities

British Values

- Democracy
- Rule of Law
- Individual Liberty
- Tolerance & Respect
- Listening to the children's opinions and sharing their ideas
- Taking turns
- Promoting cultural values and traditions of other countries and global citizenship
- Having an appreciation of the country of the language we are learning and studying.
- Reflecting on other cultures and ways of life and embracing the socio-cultural differences and contexts
- Remain open to the world around us and have a better grasp of the links and connections between countries and societies
- Researching famous people from all over the world and understanding their backgrounds, where they came from, their home life and early childhood



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