

## MFL Curriculum

At St Mary's, all pupils learn the language of French. In line with the school's philosophy around global citizenship, language learning will broaden their horizons, encourage them to step beyond cultural boundaries and develop new ways of seeing the world.

INTENT		IMPLEMENTATION		IMPACT	
Alignment to National Curriculum	The school's curriculum goes beyond the National Curriculum programme of study. Children follow the Primary Languages Network which is delivered by a specialist teacher. The pupils begin to learn French through speaking and listening. In later stages, the pupils continue to develop speaking and listening skills and also learn to read and write in the target language.	<b>Pedagogical Approaches</b>	The pedagogical approaches to the teaching of MFL are closely aligned to the approaches and principles of teaching in other subject areas, with the key elements being: <ul style="list-style-type: none"> <li>• Deliberate and intentional retrieval of previous knowledge to build on previous learning</li> <li>• Regular checkpoints and formative assessments to tailor lessons to the needs of pupils</li> <li>• Positive relationships that create the conditions conducive to effective learning</li> <li>• High levels of subject knowledge</li> <li>• Making reference to the school rules and values when teaching; this supports pupils to contribute and engage in lessons and be part of a class community striving to unlock each member's potential.</li> </ul>	<b>Approach to Assessment</b>	Assessment is across the four language skills and the progress made in these. The priority at the early stage is for pupils to fully participate in the lesson so this is monitored. Over time, the teacher is able to monitor the pupils' pronunciation and responses to what they hear. Informal assessment takes account of benchmark descriptors for each stage.
End Points	By the time that the pupils leave the school, they will be confident speaking, listening, reading and writing in French at a basic level. The pupils will be well prepared for language study at key stages 3 and 4. This is monitored through the 'Being Secondary Ready' appendix of the Expert Subject Advisory Group on MFL Jan 2015.	<b>Teachers' Expert Knowledge</b>	The teacher is fully trained in the approach through practical training as well as study of the theory. The school believes that it is essential that pupils are taught by a specialist because of the importance of accurate pronunciation at the early stage of language development. The school has access to the Primary Languages Network VLE and can access training. All staff have access to the VLE, all its materials and lesson by lesson planning.	<b>Performance Data</b>	There is no published data for MFL at primary school. The school tracks foundation subjects broadly to ensure that pupils are working within the curriculum expectations for their year group. This is reported to parents within the end of year report.
Sequencing	The curriculum has been carefully sequenced to provide progression through the stages. Listening is the first skill that humans develop so this comes first and speaking is introduced alongside it. Later, the curriculum includes reading and writing, which have a symbiotic relationship.	<b>Promoting Discussion and Understanding</b>	Learning the skills of one language means that it is easier to learn another. The priority in the early stage is for the pupils to be fully immersed to learn the language naturally. Discussion in the language is encouraged. In later stages, there is more opportunity to discuss sentence structure and grammar.	<b>Pupils' Work</b>	During the early stages of language development, the focus is on listening and speaking therefore there may be limited opportunities for recording. In later stages, the pupils record their work both in terms of structured opportunities for writing and written responses to reading tasks. A portfolio of evidence is collated. Activities can consist of actions, rhymes, stories, song, drama,



					grammar focus, video clips, air writing, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills.
Addressing Social Disadvantage	Learning a language can add 10-15% to a person's salary therefore this is particularly important for our disadvantaged pupils. The curriculum is designed to ensure that all pupils keep up with the pace of the programme. Due to the psycholinguistic approach to learning a language, all pupils have the potential to be successful. For some lower attaining pupils, language development in English is a key focus and the study of French will support their awareness of etymology.	Knowing More and Remembering More	The programme is designed to promote repetition during each session. Through the stories and songs, the vocabulary and language structures are transferred into long-term memory. Later, where pupils are learning key vocabulary and verb forms, memorisation techniques are introduced. Teaching actively promotes recall and retrieval strategies to commit knowledge to long term memory and this is part of a wider suite of metacognition tools and strategies used in all lessons.	Talking to Pupils	The teacher assesses the pupils' spoken language by talking to them and monitoring their responses during the lessons. Conversation in the language is encouraged. The curriculum leader talks to pupils in all year groups as part of the monitoring cycle to gauge their attitudes to language learning.
Local Context	Sheffield is one of the most culturally diverse cities in England with over 120 languages spoken. Within our school, there are a small number of bilingual pupils and pupils with English as an additional language.	Teacher Assessment	Formative assessment is the key focus. During the early stages, the teacher monitors the pupils' engagement in the lesson. The teacher assesses formatively in each lesson in order to inform future teaching. Children will have opportunities to evaluate and recognise their own success. Task design allows children to demonstrate their progress.		
Meeting the needs of St Mary's learners	Lessons are adapted to meet the needs of our specific cohorts of children including reference to their interests, faith and culture.				