



## **Languages Curriculum Rationale (MFL)**

At Oreston Community Academy we passionately value the teaching and learning of another language within our school curriculum. We aim to prepare our children, so that they develop languages acquisition skills to build on throughout their lives. We believe that a high-quality languages education will foster children's curiosity and deepen their understanding of the world, as both European and global citizens.

We have taken the decision that all children at Oreston will learn French from the time they start school. We want them to leave us with their Modern Foreign Language (MFL) skills on par with expectations for other National Curriculum subjects.

### **Intent**

At Oreston we are committed to embedding a positive attitude to language learning amongst children and staff and developing an awareness and appreciation of cultural similarities and differences.

We believe the study of MFL provides a valuable educational opportunity for the personal development of all children, allowing a deeper understanding of their own culture and those of others. Language learning not only develops communication and literacy skills in the target language, it can also allow children to make links with, and strengthen their knowledge of, the English language. MFL also provides many opportunities for cross-curricular links and the reinforcement of skills, learning and understanding in other subjects.

The school has selected French as its focus foreign language because:

1. It's status as one of the world's most widely spoken and 'growing' languages of the world.
2. Its geographical relevance through both transport links to Plymouth and tourism/travel popularity.
3. The majority of our Y6 leavers attend the local secondary school which offers French for KS3 pupils.

We believe our children should learn one language well, through cultural immersion and regular reinforcement in order to create depth of understanding to build on in secondary school. To support this, we are part of a local primary and secondary schools' hub group. This is to ensure transition activities and events are held with our feeder secondary schools, in order to develop our children's personal transition experience from primary to secondary in their MFL learning.

### **Aims**

Our aims for MFL learning at Oreston Community Academy are to:

1. Introduce children to another language in a way that is enjoyable and fun.
2. Foster an interest in learning other languages, which stimulates and encourages children's curiosity about language. This develops their awareness of structures in language and the similarities and differences with English.
3. Progress speaking, listening and basic writing skills.
4. Develop their awareness of cultural differences in both their own, and other countries.
5. Support global links around the world.
6. Lay the foundations for future language study.
7. Extend language beyond mother-tongue learning.

## **Implementation**

French is taught to all children from Nursery to Year six by class teachers and Teaching Assistants with support from the MFL Leader, who can share specialist planning. Each class has a dedicated French session each week, with additional reinforcement (using previously learned French vocabulary in everyday teaching, registration in French etc). With support from the MFL Leader, each team is responsible for creating medium-term planning for French, based on a long-term curriculum cycle plan created by the MFL leader. The sequence of learning is developed in a spiral manner where children start their language acquisition listening to basic words and simple sentences. They learn to respond, by developing speaking skills, and throughout this they are always encouraged to develop a 'have-a-go' attitude. As they progress through their language learning they continue to build on previously learned vocabulary practising and extending their language skills via speaking, listening, reading and writing.

In the Early Years and Foundation Stage (EYFS) simple vocabulary is introduced through songs and games and incorporated into daily routines (which will be echoed through the rest of the children's MFL education at Oreston). Listening and then speaking/responding skills are the main focus at this early stage of their MFL learning. These skills are encouraged with the use of stories, songs and using technology including videos. Repetition is also the key to building early confidence.

In Key Stage 1, songs and games continue to be used, as well as speaking using a basic sentence structure including simple verbs. Listening skills continue to be a focus through stories, songs and technology including videos. Children will see familiar French words written and learn to read some words. Children are encouraged to write familiar nouns using the correct gender in French.

In Key Stage 2, MFL continues to be taught through songs and games, as well as role-play making maximum use of the target language. Cross-curricular links are made to other subjects where appropriate. Building on previously learned French children will ask and answer questions, use correct pronunciation and grammar, continue to memorise commonly used words, interpret meaning, continue to understand basic language and grammar, write using the target language, communicate effectively using the target language in pairs, groups and using ICT and they will examine life in another culture.

All children will be encouraged to develop their own attitudes and values and understand and respect the views and beliefs of others. All children take part in MFL as part of our inclusive approach.

## **Impact**

The impact of the curriculum across the school is designed to give children deep knowledge and language acquisition skills. Varied learning experiences, including the celebration of European Day of Languages ensure that languages are celebrated throughout the school community, whilst providing a context for language learning and develop the children's understanding of different cultures. Innovative approaches to MFL have also enabled the achievement of the British Council's 'International School Award', which provides a framework of excellence in the teaching and learning of Modern Foreign Languages.

Regular links to a variety of themes ensures that the children are exposed to a wide vocabulary from Year 3 and as they progress in their learning, are able to apply this vocabulary in increasingly sophisticated sentences, both spoken and written.

In ensuring an emphasis on oracy with speaking and listening, children, through the use of recording equipment, have the opportunity to record and reflect on their learning, through self and peer assessment, making them more competent and confident language users.

The children will develop their language learning in following ways:

### Speaking and listening

In developing oracy in the target language, children will learn to:

- Understand longer and more challenging texts on a range of topic areas.
- Engage in longer conversations, expressing opinions and giving reasons for them, as well as asking for clarification when necessary.
- Compose their own sentences in conversation using knowledge of basic sentence structure.
- Use pronunciation and intonation effectively to accurately express meaning and engage an audience.

### Reading and writing

Through reading and writing in the target language, children will learn to:

- Recognise cognates.
- Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation through applying understanding of phonemes and spelling.
- Recite a song or poem using the written text for support.
- Read a range of texts independently, using different strategies to make meaning.
- Use vocabulary learnt from reading in different writing contexts and use dictionaries to find a wide range of words.
- Write a range of phrases and sentences from memory and adapt them to write their own sentences on a similar topic.
- Select appropriate adjectives to describe a range of things, people and places; appropriate verbs to describe actions and begin to use adverbs to enhance description.

### Language structure

In developing an understanding of the structure of the target language, children will learn to:

- Conjugate a range of high-frequency verbs.
- Make changes to an adjective in accordance with the gender or number of the noun.
- Understand how to use some adverbs in sentences.
- Adapt sentences to form negatives and form questions.
- Have an awareness of similarities and differences in grammar between different languages.

### Intercultural understanding and social development

Children will learn to identify similarities and differences in everyday life, social conventions, traditional stories and celebrations with their own, whilst understanding and respecting cultural diversity.

Regular monitoring and assessment of children's progress will feed into and aid the further development of short-term planning. Lessons will begin with an overview of what the children are going to learn and end with a summary of the new learning. During the plenary, children will be encouraged to evaluate the success in achieving their learning and to ask further questions. Teaching assessment is formative and on-going. Assessments will be made in an informal manner evaluating before concepts where appropriate to:

- Listening and responding
- Speaking
- Reading & Responding
- Writing.