



## Modern Foreign Languages

### Intent of the MFL Curriculum

#### AFJS Aims

We aim to inspire children to develop a love of foreign languages and an understanding of different cultural backgrounds and lifestyles. We do this mainly through the teaching of French, but believe that the early acquisition of any foreign language, facilitates the learning of other languages later in life. We provide our children with the opportunity to begin this journey at a time in their lives when they are generally quicker to learn new vocabulary, able to adapt more readily to pronouncing unfamiliar sounds and be less self-conscious about speaking aloud.

At Abbots Farm Junior, we aspire to give all children the opportunity to:

- foster an interest in learning other languages
- encounter another language in a way that is enjoyable and fun
- become aware that language has structure, and that there are differences and similarities when comparing languages
- develop speaking and listening skills
- start to read and translate texts
- develop the skills of writing words, phrases and sentences
- develop their awareness of cultural differences in other countries
- lay the foundations for future study

#### National Curriculum

Our school aims are closely linked to those of the national curriculum for languages, which are to ensure that all pupils:

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

### Roles and responsibilities

**The MFL leader** is responsible for providing access to *Rigolo* planning for all staff to use. The MFL leader also ensures that additional resources and guidance are supplied or signposted where needed. Support is given to non-specialist teachers both in terms of the language

content and the range of appropriate teaching methods. The MFL display board is used as an opportunity to celebrate learning, inform about language and culture and inspire enthusiasm and interest in the subject.

**Year group teams** are responsible for ensuring the MFL units are taught in the order set out on the long term plan and for ensuring that they use a range of the resources available on *Rigolo* or as supplied by the leader, to ensure children progress within the key elements of language. Staff are also responsible for providing challenge and support to those children who need it, based on prior knowledge of the children and regular formative assessment in lessons. Under the guidance of the MFL leader, staff are also responsible for promoting a love of language and foreign culture, developing this through French or topic lessons (where relevant), connection with national or world events, vertical learning days and any incidental moments in the classroom that arise.

**The governors** are responsible for discussing MFL provision with the Curriculum Lead as part of the wider curriculum and allocating some governors to monitor the provision, its strengths and areas for development when required, and for reporting these to the wider governing body.

## **Implementation of the MFL Curriculum**

### **Planning**

At Abbots Farm Junior School, we use the *Rigolo* programme as the central scheme of work for our MFL provision, including planning. We supplement this with additional resources through other schemes or websites, or original materials as appropriate.

### **Progression**

The curriculum that we follow is based on the guidance given in the 2014 National Curriculum and uses the *Rigolo* software and resources. *Rigolo* consists of *Rigolo 1*, which is taught to Years 3 and 4 and *Rigolo 2*, for Years 5 and 6. The programme of study supports progression in learning from a starting point where little or no French is known, to the children being ready to access the KS3 curriculum. We teach the children to:

- ask and answer questions
- use correct pronunciation and intonation
- memorise words
- interpret meaning
- understand basic grammar
- write basic words and phrases, including accents where appropriate
- use dictionaries
- work in pairs and groups to communicate
- look at life in another culture

New vocabulary is introduced throughout the programme of study. Grammatical structure is consolidated through repeated practise, year on year, and added to over the four years in order to produce greater complexity.

## **Teaching and Learning**

We use a variety of approaches to encourage the children to actively engage in lessons, as this optimises learning and memory of the vocabulary. These include games, role-play and action songs. We use videos of native French speakers to demonstrate the language, enabling the children to hear different voices. We use mime to accompany new vocabulary, aiding translation. When beginning a new unit of study, listening and speaking skills are prioritised, with the children being able to see the written language on screen, then using this to develop their reading and writing skills. As learning progresses, there are opportunities for more extended writing and composition. A positive attitude is always encouraged and any contribution made in lessons is praised.

We recognise that there are children of widely different abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- setting common tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty (not all children complete all tasks)
- providing resources of different complexity depending on the ability of the child
- providing a variety of activities to accommodate a range of learning styles

We also celebrate the fact that some children have different cultural backgrounds, and, sometimes, speak other languages, which can enrich our own knowledge and appreciation of the wider world.

## **Cross-curricular links**

Links with the English language, particularly SP&G, can frequently be found and highlighted in the use of grammatical terms and the many spellings which share a Latin root. The latter can help children to guess and recall the meanings of French words and to memorise English versions. We also regularly use drama to develop conversation skills. We look at the geography of France, its widely varying climate and the differences in lifestyle and traditions that exist across the country. We reference French history when we explore Bastille Day. Our frequent use of songs allows the children to enjoy the singing skills learned in Music. Topic focuses in some year groups also incorporate opportunities to learn more about the physical and human geography, the history and the cultural similarities and differences of France e.g. WWII. Several topics offer the opportunity to explore other modern languages and cultures e.g. Brazil, Africa and Hawaii.

## **Wider opportunities/enrichment opportunities in MFL**

Links, including regular leader meetings with other local primary and secondary schools, mean that many resources and ideas are shared. Ashlawn School has visited and organised fun French days either for the whole school or for Year 6 and this familiarises our children with some of the staff and students and their teaching methods, prior to starting secondary school. The involvement of the sixth form students also encourages children to think about the next steps in their language learning and where this might take them. A French singing club is run at lunchtimes for selected year groups.

## **Local links**

One of our whole school curriculum aims is to ensure that children engage with and learn about their local community and the importance of places and people around them. In MFL, we actively celebrate the wide diversity of cultural backgrounds and language knowledge which our children have and encourage them and their families to share details of these with us, thus promoting closer community links.

## **Impact of the MFL Curriculum**

### **Assessment and Recording**

Assessment of children's learning and acquisition of knowledge in MFL is closely linked to the principles of our Assessment and Feedback policy and has strong formative teacher assessment in the classroom at its heart. Teachers constantly assess children's progress throughout lessons and intervene with appropriate feedback at the point of learning, wherever possible, to ensure the child can make progress within a sequence of lessons. In addition, the children undertake self- and peer- assessment tasks at the end of alternate units of study (roughly termly) and teachers keep a record of each child's progress in terms of the MFL learning intentions. We use the four national attainment targets to evaluate the progress of each child in:

- listening and responding
- speaking
- reading and responding
- writing

### **Monitoring and Review**

The MFL subject leader creates an annual action plan for the development of the subject and provides a review of the subject to the headteacher annually. They review the curriculum through pupil interviews to determine knowledge acquisition and provision for this, conduct lesson drop-ins and review evidence of work completed.

**Date last reviewed: September 2016 by J. Andrews**

**Reviewed and updated: September 2020 by H. Brant**

**Next review: September 2022**