



## **The Curriculum at St. Wilfrid's Catholic Primary School** **The Intent, implementation and Impact of our Curriculum – MFL.**

### **Intent**

At St Wilfrid's our intent for our MFL curriculum is to have clear progression in the understanding of French through our school. We believe that the learning of a language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills in speaking, listening, reading and writing, with an aim of making substantial progress in one language. In addition, children's knowledge of how language works will be developed to lay the foundations for further language learning in future. We believe that learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others, which feeds into our whole school ethos where different religions and cultures are represented.

All teachers are given support in understanding the vision and following our curriculum. Children in our school rarely have any exposure to French outside of school so we need to begin with the basics. Our secondary main feeder school requires children to have some understanding of any language – we are working with them to cover our learning objectives and best prepare children for KS3. We do not have any specialist language teachers in school so teachers are supported with a range of documents and programs to ensure that the aims and purposes of the NC are met. (This includes Early Start lesson ideas and resources.) School is currently in the process of adapting the scheme of work so that it matches the non-negotiables for each year group.

We review the way we teach languages and continue to review in full annually. We are creating a new curriculum map for each class so that there is a clear balance of content. Also, each topic covered allows for differentiation by outcome and next steps. Our curriculum is age appropriate and there is opportunity for clear links to be made especially with music and PE. There are also links to geography and we can cover some of the geography learning objectives with travel specific topics like French Landmarks and visiting Paris. We also have standalone language weeks throughout the school year to build on the children's learning.

### **Implementation**

We work closely with MFL teacher at the High School we feed into for support ensuring we deliver what is expected by the end of KS2 and in preparation for KS3. Teachers check children's existing understanding of a topic prior to teaching it by seeing which of the related non-negotiable words the children recognise already. Formative assessment is implemented throughout a topic with mini-plenaries and speaking skills/ understanding of what they hear is checked. The main focus for children's learning in the topics taught is the acquisition of the key vocabulary and developing speaking and listening skills in line with the programme of study. Children are given the opportunity to apply their understanding of the vocabulary they have learnt through songs which are used in all topics from KS1 in September 2019. Rhymes and stories are also used whenever possible. Strategies

are used to support language acquisition such as grouping words with similar sounds. Most children will be able to access year group expectations. The curriculum is evaluated yearly to make sure it is up to date with any relevant changes. The coordinator monitors evidence of the teaching of MFL throughout the school during leadership time. Progress is shared through our school's own assessment tracker, and parents are informed of their child's development through parents evening and reports.

### **Impact**

Children develop their love of language and develop skills throughout their time in school. The impact of our MFL curriculum is that children are encouraged to understand the relevance of what they are learning in languages and how it relates to everyday life and travel. In addition, how it could help them in another country or to talk to a French speaker. Our French curriculum will ensure all pupils develop key language learning skills, as set out by the national curriculum, as well as a love of learning about other cultures.

These are as follows:

- 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

Teachers foster an enjoyment of languages through a variety of lessons deliveries. Progression through a topic should be evident in the development of key skills and acquisition of main vocabulary. Evidence is kept of children's work in files, through recordings and photos. This helps evidence to be stored and organised clearly. The files are passed on to each new year group as the children move through school. This allows progress to be noted from the very start of their learning in KS1, to their final learning in KS2. Verbal feedback, written comments in files and pupil interviews help the school to ensure there is an impact on children's outcomes and that children feel positive about languages. Data is monitored and moderated on the in-school tracker and through looking at evidence of work. SLT and governors look at data also. If teacher's have issues with their teaching of MFL these can be addressed on an individual basis and appropriate support or CPD can be given.