

# Modern Foreign Languages Curriculum

## Intent

MFL teaching at The Emmaus Federation 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 uses an **enquiry process** to allow pupils to learn for themselves. These processes, at work in the whole curriculum, are suited to the declarative and process 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 declarative knowledge to allow our pupils to become successful in a new language. This is set out in more detail in our termly plans.

## Declarative 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.

## Process Knowledge in MFL

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

- Investigation,
- Expression
- Interpretation
- Application
- Discernment
- Analysis
- Synthesis
- Evaluation

Process knowledge of being a linguist:

### **Investigation**

- asking relevant questions about the language;
- 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 to try something new.

#### **2. Incorporating Culture**

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

#### **3. Present and explain findings**

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 pupil's 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 deepen 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 up to one hour in all KS2 classes across Emmaus Federation, 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 formative and 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.

Teachers record the progress made by the children against the learning outcome for each unit: below expected for age, at expected, or greater depth. Teachers record this information on our bespoke assessment tracker on OTrack against the learning objectives from The National Curriculum 2014. These records also enable the teacher to make an annual assessment of progress for each child, and to pass this assessment information on to the child's next teacher at the end of the year.

### **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

<p><b>High aspirations</b></p>	<ul style="list-style-type: none"> <li>• High standards of expectations which are the same as core subjects.</li> <li>• Use of precise and technical vocabulary to extend children’s knowledge</li> <li>• Encourage children to converse independently in French</li> <li>• Encourage children to embrace challenge, question themselves and enjoy working hard</li> </ul>
<p><b>Cultural experiences and Enrichment</b></p>	<ul style="list-style-type: none"> <li>• MFL kit used in school to promote a love of languages</li> <li>• Vocabulary used on learning walls to promote diversity and inclusion</li> <li>• MFL day to be planned for 2021-2022</li> <li>• Central Class assembly linked their learning of MFL and showed a conversation between two children in French (Sutterton)</li> <li>• Engaging MFL displays within the school to incorporate children’s learning so far</li> </ul>
<p><b>Life-long love of reading</b></p>	<ul style="list-style-type: none"> <li>• Classroom/Library have non-fiction books on display that link to topic.</li> <li>• Knowledge organiser quizzes at the end of each subject</li> <li>• Children enjoy the ‘Rigolo’ programme of study which has lots of reading opportunities</li> </ul>
<p><b>British Values</b></p> <ul style="list-style-type: none"> <li>• <b>Democracy</b></li> <li>• <b>Rule of Law</b></li> <li>• <b>Individual Liberty</b></li> <li>• <b>Tolerance &amp; Respect</b></li> </ul>	<ul style="list-style-type: none"> <li>• Listening to the children’s opinions and sharing their ideas</li> <li>• Taking turns</li> <li>• Promoting cultural values and traditions of other countries and global citizenship</li> <li>• Having an appreciation of the country of the language we are learning and studying.</li> <li>• Reflecting on other cultures and ways of life and embracing the socio-cultural differences and contexts</li> <li>• Remain open to the world around us and have a better grasp of the links and connections between countries and societies</li> <li>• Researching famous people from all over the world and understanding their backgrounds, where they came from, their home life and early childhood</li> </ul>