

## **MFL scheme of work (from 2023)**

Christian values underpinning learning:

*“A school where every child can shine.”*

Kirk Langley is a Church of England Primary School and our family believe that ‘Every Child Can Shine.’ Our visions and values, built on the living Gospel of Christ within daily life, are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils in being respectful, confident, thriving citizens.

***Daniel 12:3 'Those who have insight will shine brightly like the brightness of the expanse of heaven, and those who lead the many to righteousness, like the stars forever and ever.'***

We aim to provide a thriving, inspiring and stimulating learning environment where children achieve the very best they are capable of because all the staff value their different learning styles. Kirk Langley Church of England Primary School is committed to Christian values where children, parents/carers and our community know us by our actions.

### **Rationale:**

At Kirk Langley Church of England Primary School, we teach a foreign language to all KS2 children as part of the normal school curriculum. We believe that many children enjoy learning to speak another language and that the earlier a child is exposed to a foreign language, the faster the language in question is acquired. We also believe that it is beneficial to introduce a new language to children when they are at primary school, as they tend to be less self-conscious about speaking aloud at this stage of their development. It is widely believed that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life.

## Intent:

- Develop resilience in language learning as well as enjoyment of it through KS2 and transitional scheme of work
- Acquire language learning strategies for memorisation and retrieval as well as for listening, reading and understanding
- Develop the skill of how to use a bi-lingual dictionary to decode unfamiliar language
- Be able to manipulate language to speak or write sentences creatively using prior knowledge of grammar and key features, with and without a dictionary
- Have a sound grasp of the key sounds in a given language and their corresponding graphemes and be able to apply this knowledge when speaking, listening and reading aloud
- Recognise some of the language patterns and how these differ or are similar to English
- Appreciate and be able to copy the sound of the language at text level through songs, stories and rhymes
- Have a deeper understanding of cultural differences and similarities
- Demonstrate substantial progress in learning languages and work towards or meet the targets of the KS2 Programme of Study for Languages:

***“Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.” National Curriculum 2014.***

## Implementation:

### Teaching of MFL in Key Stage 2

- Lessons are designed to be progressive and build on prior learning, moving from word to sentence level over the four years
- Lesson plans should include ideas for support for the less able and to extend the more able
- Lesson activities should be challenging, varied and interactive and develop listening, reading, speaking and writing skills
- The choice of vocabulary should ensure exposure to all the key phonic sounds and ability to build sentences using grammatical knowledge
- It is expected that formative assessment in each lesson informs the planning and teaching of subsequent lesson plans.

## Impact:

- Create lesson plans to indicate which activity is an opportunity to assess progress and is linked to the KS2 targets and in particular to those of the appropriate year group as detailed above
- Evidence of speaking activities can be gathered by making audio recordings of the suggested activities in the lesson plans
- Children self-assess their progress at the end of each section of work
- Based on the evidence of the above records of achievement and progress, teachers can inform parents/guardians of this, using report statements which relate to the expected targets of each year group under the headings ‘emerging, expected and exceeding’

- To enhance the impact on enjoyment and intercultural understanding, consider organising language events and competitions; making pen friend links; provide access to out-of-school online materials; take-home bags of resources etc.
- All of the above provides evidence that the ‘statements of intent’ are met.

***\*Additional support for pupils***

Provide classroom support, bright visuals, highlighted sounds within words, learning mats. The impact of language learning skills allows your learners to become:

- More confident about their pronunciation and reading aloud
- Better at recognising words when they hear them
- Better at spelling and writing accurately
- More independent as they have the knowledge, tools and support when using unfamiliar words as they speak and write sentences using dictionaries.

**Pupil Voice:**

In KS2 we have introduced 3 languages: French, Spanish and German. These are taught across full term periods. This decision was made due to pupil feedback from those children who moved on to secondary school.

*“I think Kirk Langley could do with learning more than one language, as moving to my secondary school I didn’t do the one I was taught.”* (Ex pupil)

With this said, we acted upon changes and progressed with the introduction of three languages, where today we have received pupil feedback, again from ex pupils (2021-2022 and 2022-2023) only this time saying how much more they were **‘secondary ready’** and confident in knowing the basics in the one of three language choices they had.

Furthermore, we have worked alongside secondary schools to enable a smooth transition. We have acknowledged the criteria’s that Key Stage 3 develop on in Year 7, observed their learning journey maps and our findings and observations concur with the basics we teach here at Kirk Langley Primary School.

KS3 topics include/elaborate further:

- **Phonics and the basics- numbers, greetings, days of the week and months**
- **Myself, my family, pets and friends**
- **School life**
- **Hobbies**
- **Holidays**
- **Eating out**
- **Shopping**
- **Daily routine**
- **Clothes**

- **Parts of the body**

It is our aim that pupils will be inspired by learning a foreign language. We will aspire for them to be creative with ways of memorising language items and encourage them to use what they have learned in and outside of lessons.

Children will leave Kirk Langley Primary School ready for Secondary school with the skills and knowledge to excel in Modern Languages curriculums after having nurtured a unique sense of confidence in their ability to learn and apply the knowledge they have learned.

In addition to the weekly lessons, we will also offer online resources throughout the year to further embed their knowledge.

It is hoped that the teaching of MFL will not only benefit the children, but also staff and parents, by engaging adults in the learning process we hope that this will provide good role modelling but will also promote learning together and the need for lifelong learning.

<b>Year group</b>	<b>Areas and ways of learning -</b>	<b>Dedicated time</b>	<b>Teacher</b>
<b>Reception</b>	<b>Basic Greetings- Hello/Goodbye Numbers- 1-5</b>	<b>Non-specific</b>	<b>Class teacher</b>
<b>Y1/2</b>	<b>Colours- Rainbow Numbers 1-10 Days of the Week France on a map:</b>	<b>Non-specific</b>	<b>Class teacher</b>
<b>Y3/4</b>	<b>French/Spanish/German</b>	<b>30 mins per week</b>	<b>Subject Leader</b>
<b>Y5/6</b>	<b>French/Spanish/German</b>	<b>30 mins per week</b>	<b>Subject Leader</b>

### Overview of the KS2 scheme

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y3/4	Autumn	Autumn	Spring	Spring	Summer	Summer
	French	French	Spanish	Spanish	German	German
Y5/6	Autumn	Autumn	Spring	Spring	Summer	Summer

	French	French	Spanish	Spanish	German	Review
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**National Curriculum Outcomes:**

<b>To show understanding and respond through song and rhyme.</b>		
<b>To explore patterns and phonic sounds.</b>		

<p>To engage in conversations through asking questions, expressing opinions and respond to others.</p>		
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<b>To speak in sentences and develop accurate pronunciation and intonation.</b>		
<b>To present ideas and information orally to an audience</b>		
<b>To read carefully and show understanding of words, phrases and simple writing.</b>		



<b>To broaden vocabulary by using a bi-lingual dictionary.</b>		
<b>To write phrases from memory and adapt these to create new sentences.</b>		
<b>To describe people, places, things and actions orally and in writing.</b>		

<b>To understand basic grammar: masculine and feminine words, definite and indefinite articles.</b>		
<b>To appreciate stories, songs, poems and rhymes in the language.</b>		
<b>To research and discover the French country.</b>		

### Assessment in MFL:

- In KS1 there will be no formal assessment
- Pupil voice – to check understanding, understanding of key techniques, progression, confidence in discussing history
- Displays and books – opportunity to practice skills, varied and engaging curriculum, showcased final pieces, clear progression in skills
- Feedback from parents
- In KS2 – all of the above informal assessment will be used
- End of unit assessments.

### Role of the co-ordinator:

- Celebrate successes
- Collate appropriate evidence over time – this should show that pupils know and remember more over time
- Monitor the standards in the subject to ensure that outcomes are at expected levels
- Provide ongoing support/ signposting
- Develop cultural celebration days that are creative and help learners explore