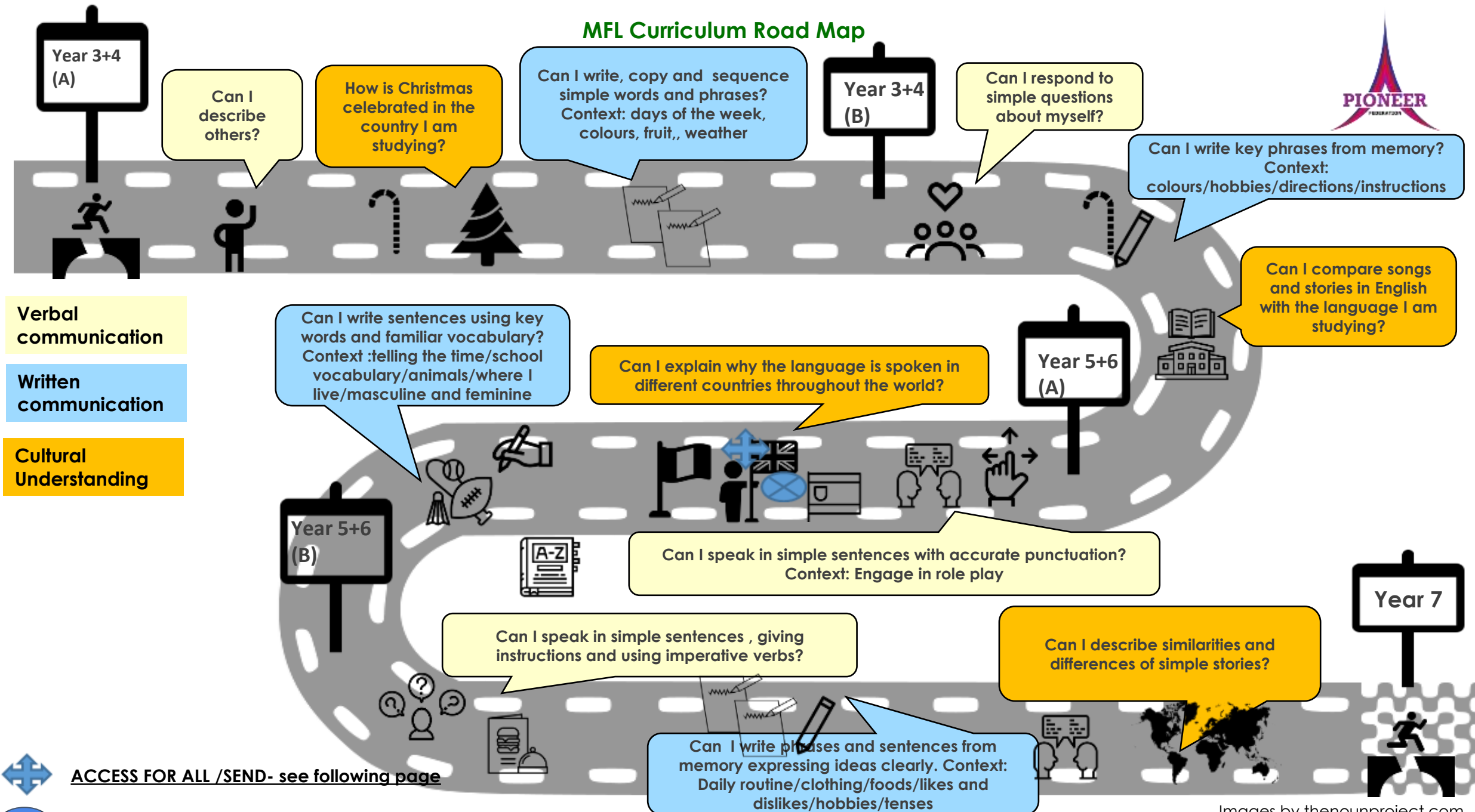


# MFL Curriculum Road Map



**ACCESS FOR ALL / SEND- see following page**



There is no expectation in the NC for EYFS/KS1 to learn a Modern Foreign Language.


## Intent


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.' (National Curriculum 2014 – Appendix A)

The skills, knowledge and understanding gained through learning a language contribute to the development of children's oracy and literacy and to their understanding of their own culture and those of others. Through the Pioneer Federation Schools, we feel that the earlier a child is exposed to a foreign language, the faster the language in question is acquired. We believe that the early acquisition of French will facilitate the learning of other foreign languages later in life. We will prepare children for the KS3 language curriculum to enable them to transfer confidently and successfully.

## Implementation

We teach French across Key Stage 2. This is delivered through a weekly French lesson (approximately for 45 minutes), taught by a teacher/ Learning Mentor. KS2 Classes are mixed aged- and the subject/focus of the lessons are taught on a 2 year rolling programme, on a termly basis- this provides clear progression for the development of speaking and listening and vocabulary acquisition. The objectives build on previous skills and knowledge through year 3 and 4, and 5 and 6. There are resources to support the teaching and learning opportunities are from TwinklPlanIT and other suitable materials (with recent introduction of Language Angels).

 Access for All including SEND-Provision and Resources: Teachers will refer to pupil's individual needs (incl APDR/ RA/HCP/SEMH/physical) to support pupils by considering: font type and size, chunking information, note taking allowing extra time, visual/ word maps, coloured paper/coloured overlays, pre-teaching, key vocabulary- with pictures, use of role play, modelling, supported group/paired work, memory aids, task boards. All pupils will be supported to make progress within their sessions. If appropriate, explicit links will be made to Zones of Regulation/Thrive approach.

 There is no expectation that EYFS/ KS1 learn a Modern Foreign Language, although where opportunities naturally arise and different languages can be shared within learning episodes.

## Impact

Through the high quality first teaching of French taking place we will see the impact of the subject in the following ways:

- Children will become aware that a language has a structure, and that the structure differs from one language to another.
- Children will develop their language and communication through development of the four key skills of speaking, listening, reading and writing.
- Children will enrich their language learning by developing an understanding of French culture.
- Children will transfer to KS3 effectively and successfully and will be well prepared to continue and develop their language skills.

# Languages: Subject Content

## Key Stage Two

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
- present ideas and information orally to a range of audiences\*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally\* and in writing