

CURRICULUM INTENTIONS	Our Values and Expectations	‘Life for Learning for Life ...’ MFL					
		Embracing Excellence		Celebrating Diversity		Nurturing Individuality	
		Enjoyable	Stimulating	Respectful	Challenging	Safe	Lifelong Learners
	Curriculum Drivers	Oracy					
	Our Learning Curriculum	Reflective	Relationships	Resilience	Resourceful	Risk Taking	
	Our vision for the MFL curriculum at Wembury Primary School	<p>At Wembury Primary School, we strive to teach children how to become successful learners in a meaningful and global context. We believe that the best way to achieve this is to facilitate links with schools from around the world to become curious about other foreign languages and cultures, and to apply the language skills acquired at school as confident learners. We aim for our pupils to be able to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing.</p> <p>Wembury Primary School believes that learning foreign languages provides a valuable educational, social and cultural experience to broaden pupils’ vision and awareness of the world, and to support them in becoming responsible and informed global citizens. The teaching of MFL at an early age is essential to nurture a love for modern languages and to develop secure foundations in language learning to have access to a wider range of personal and career opportunities.</p>					

IMPLEMENTATION

CURRICULUM DELIVERY

We teach French from Foundation to Year 6 on a weekly basis. Whenever possible, we consolidate and extend the pupils’ learning using Literacy teaching method such as phonics, grammar, Talk For Writing and Oracy. We endeavour to teach MFL in a meaningful context by creating cross-curricular opportunities to practise French (i.e register, lining-up songs, topic, PE, signs around the school) and have built strong links with local schools within our Multi Academy Trust to share good practice and to celebrate languages.

We have also developed international links with our twinned village in Locmaria-Plouzane in France, and with our twinned partner school l’ecole de Keriscoualc’h. Pre-pandemic, we had organised reciprocal visits between Wembury Primary School and l’ecole de Keriscoualc’h, as well as a visit from the twinning association from Locmaria-Plouzane to strengthen the link between both villages, and to involve the school community in the celebration of language learning and cultural diversity.

The teaching of MFL in Early Years and key stage 1 focuses on exposing our pupils to the sonority and structure of the French language through learning songs, games and stories.

	Foundation	Year 1	Year 2
Oracy (O)	O3.1 Listen and respond to simple rhymes, stories and songs.	O3.1 Listen and respond to simple rhymes, stories and songs.	O3.1 Listen and respond to simple rhymes, stories and songs.
	O3.2 Recognise and respond to sound patterns and words.	O3.2 Recognise and respond to sound patterns and words.	O3.2 Recognise and respond to sound patterns and words.
	O3.3 Perform simple communicative tasks using single words, phrases and short sentences.	O3.3 Perform simple communicative tasks using single words, phrases and short sentences.	O3.3 Perform simple communicative tasks using single words, phrases and short sentences.
		O3.4 Listen attentively and understand instructions, everyday classroom language and praise words.	O3.4 Listen attentively and understand instructions, everyday classroom language and praise words.
Literacy (L)			L3.1 Recognise some familiar words in written form.
			L3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words.
			L3.3 Experiment with the writing of simple words.
International Understanding (IU)			IU3.1 Learn about the different languages spoken by children in the school.
			IU3.2 Locate country/countries where the language is spoken.

In key stage 2, we use the iLanguages scheme of work to deliver a consistent, structured and progressive MFL curriculum. The children learn French by investigating the mechanisms of modern languages using their knowledge of phonology, grammatical structures and vocabulary. The iLanguages curriculum follows the 2014 Primary MFL National Curriculum.

The aims of our MFL curriculum are for pupils to:

- 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
- 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.

		Year 3 (word)	Year 4 (phrases)	Year 5 (sentences in context)	Year 6 (sentences out of context)			
	Oracy (O)	O3.1 Listen and respond to simple rhymes, stories and songs.	O4.1 Memorise and present a short spoken text.	O5.1 Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts.	O6.1 Understand the main points and simple opinions in a spoken story, song or passage.			
		O3.2 Recognise and respond to sound patterns and words.	O4.2 Listen for specific words and phrases.	O5.2 Understand and express simple opinions.	O6.2 Perform to an audience.			
		O3.3 Perform simple communicative tasks using single words, phrases and short sentences.	O4.3 Listen for sounds, rhyme and rhythm.	O5.3 Listen attentively and understand more complex phrases and sentences.	O6.3 Understand longer and more complex phrases or sentences.			
		O3.4 Listen attentively and understand instructions, everyday classroom language and praise words.	O4.4 Ask and answer questions on several topics.	O5.4 Prepare a short presentation on a familiar topic.	O6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories.			
	Literacy (L)	L3.1 Recognise some familiar words in written form.	L4.1 Read and understand a range of familiar written phrases.	L5.1 Re-read frequently a variety of short texts.	L6.1 Read and understand the main points and some detail from a short written passage.			
		L3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words.	L4.2 Follow a short familiar text, listening and reading at the same time.	L5.2 Make simple sentences and short texts.	L6.2 Identify different text types and read short, authentic texts for enjoyment or information.			
		L3.3 Experiment with the writing of simple words.	L4.3 Read some familiar words and phrases aloud and pronounce them accurately.	L5.3 Write words, phrases and short sentences, using a reference.	L6.3 Match sound to sentences and paragraphs.			
			L4.4 Write simple words and phrases using a model and some words from memory.		L6.4 Write sentences on a range of topics using a model.			
	International Understanding (IU)	IU3.1 Learn about the different languages spoken by children in the school.	IU4.1 Learn about festivals and celebrations in different cultures.	IU5.1 Look at further aspects of their everyday lives from the perspective of someone from another country.	IU6.1 Compare attitudes towards aspects of everyday life.			
		IU3.2 Locate country/countries where the language is spoken.	IU4.2 Know about some aspects of everyday life and compare them to their own.	IU5.2 Recognise similarities and differences between places.	IU6.2 Recognise and understand some of the differences between people.			
		IU3.3 Identify social conventions at home and in other cultures.	IU4.3 Compare traditional stories.	IU5.3 Compare symbols, objects or products which represent their own culture with those of another country.	IU6.3 Present information about an aspect of culture.			
		IU3.4 Make indirect or direct contact with the country/countries where the language is spoken	IU4.4 Learn about ways of travelling to the country/countries					
		The Learning Environment	Assemblies	Visitors	Educational Visits and Residentials	Experiences	Events	Partnership working with parents and carers
		Extra-Curricular Activities	Community Events	Partnership working with other schools	Community Expertise	Pupil Leadership	Celebrations	Responding to the News
	TEACHING (PEDAGOGY)	Enquiry Based Learning		High Expectations	Consistent Practice		Challenge for All	Excellent Subject Knowledge
		Working Walls		Vocabulary Rich	Responsive to needs and interests		Reflective	Shared Expertise

		Mastery	Application of prior learning	Progressive	Enjoyment	Collaborative
		Risk Taking	Learning Skills: 5 x Rs	Breadth and depth	Pupil Led	Oracy
ASSESSMENT		Quality First Marking and Feedback	Whole Class Feedback	Unit Assessments	Tracking Progress Over time	
		Next step marking	Self & Peer-Assessment	Pupil Conferencing	Moderation	

IMPACT	ATTAINMENT AND PROGRESS	<p>Our curriculum has an ambition of high expectations for all. Pupils are Creative, Competent, Independent Orators and Writers – with each child finding his/her own voice which impacts on progress across the curriculum.</p>	<p>The impact of our MFL curriculum is that children enjoy learning other modern foreign languages and are becoming increasingly proficient in learning and applying French in context. It also lays the foundations for further foreign language learning at key stage 3.</p>
	KNOWLEDGE AND SKILLS		<p>The impact of our international links is that our pupils feel curious about other cultures and the world around them, and that they are respectful and feel confident when interacting with pupils from other countries.</p> <p>The impact of our links with local schools from our Multi Academy Trust is that good practice is shared and language learning is celebrated.</p>
	READINESS FOR THE NEXT STAGE OF EDUCATION		<p>The impact of cross-curricular links is that our pupils learn in a meaningful context (i.e. Science project on ‘plankton’ in Brest, France, in partnership with our French partner school) and understand the importance of learning a modern foreign language to facilitate effective communication and collaboration.</p> <p>Our MFL books and folders are showing increasing evidence of progression in Oracy (i.e. photos of group activities, partner talk, use of sentence stems ...), reading and writing skills in French with a range of structured activities and opportunities for independent application in and out of context.</p>

