

## INTENT

### **School Vision:**

At Totley All Saints Church of England Primary School, we aim to be an exceptional school with Christian values at the very heart of the community. We are committed to providing a caring environment where every child can thrive & is supported to achieve their unique & amazing potential as a child of God.

### **Subject Curriculum Vision:**

At Totley All Saints, we teach French as our chosen Modern Foreign Language. This comes out of our belief that all pupils have the right to a rich and deep learning experience that includes the learning of the basics of an additional language. The study of languages prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly carried out in communication other than English. Language learning also provides liberation from insularity, provides an opening to other cultures and enables access to ideas and experiences from a wide range of people, communities and cultures across our school and the wider demographic. In addition, understanding a modern foreign language increases a child's understanding of their own language, and the building blocks which form this whilst also reinforcing fluency and an understanding of grammar, syntax, sentence structure and verbal precision. Increased capability in the use of languages can also promote initiative and independent learning and encourages diversity within society.

### **Our Curriculum for our Context:**

Totley All Saints is situated in a semi-rural setting on the edge of the city of Sheffield and close to the Peak District. Our school is a smaller than average school with 212 pupils on roll aged 4-11 yrs. The ratio of girls to boys is higher than the national average & the proportion of pupils eligible for free school meals is much lower than average. A lower than average number of pupils come from minority ethnic backgrounds & the school is predominantly White British. The school now has a near to average number of children categorised as SEN with Support as well as children with a Statement of SEN or EHCP. Pupils typically enter FS2 either below or at least in line with national in Reading, Writing & Maths.

Our MFL Curriculum reflects the ethos & aims of the school as well as the context from which our children derive. This means that our curriculum provides the necessary building blocks to develop the necessary knowledge & skills, whilst also promoting British Values, healthy lifestyles & mental wellbeing, plus excellent behaviour & attitudes. It is underpinned with a large emphasis on SMSC development, a strong practical outworking for others in line with our Christian ethos, whilst also building character & readiness for the next stages of education & the learning journey beyond.

## IMPLEMENTATION

### **Aims of the National Curriculum:**

Learning a foreign language is 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. The national curriculum for Modern Foreign Languages aims to ensure that all pupils:

- 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

<p>pronunciation and intonation.</p> <ul style="list-style-type: none"> <li>• Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.</li> <li>• Discover and develop an appreciation of a range of writing in the language studied.</li> </ul>
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<b>Learning Experience</b>	<b>Resources</b>	<b>Links with other Subject Areas</b>
<b>What is the breadth of experience provided for our children?</b>	<b>What resources are used to support the teaching &amp; learning of this subject?</b>	<b>What links are made between this &amp; other subject areas?</b>
<ul style="list-style-type: none"> <li>• Quality First teaching: variety of teaching styles, varied stimulus &amp; a variety of activities.</li> <li>• Quality Resources: Books, texts, online resources, interactive stories, songs &amp; programmes.</li> <li>• Experiences: World European Day of Languages &amp; TASS Global Week.</li> </ul>	<ul style="list-style-type: none"> <li>• Texts</li> <li>• Online resource.</li> <li>• Songs</li> <li>• Puppets</li> <li>• Published Schemes</li> <li>• Reading activities</li> <li>• Grammar activities</li> <li>• Speaking and listening activities</li> <li>• Self &amp; peer assessment materials.</li> </ul>	<p>Links are made with other subject areas wherever possible &amp; links made with Global Citizenship are encouraged throughout the school.</p>

**Planning & Sequencing of Knowledge & Skills**  
**How is the subject planned & sequenced in order that our children can progress through the Building Blocks for learning? This may include: Vocabulary, People, Places, Events, Concepts, Skills, Analysis, Evaluation, Problem-solving, Creativity, Independence, etc.**

See Appendices.

## IMPACT

<b>Assessment</b>	<b>Monitoring &amp; Evaluation</b>	<b>Long Term Memory</b>
<b>How is this subject assessed?</b>	<b>How do we know we have been successful?</b>	<b>How does this subject impact on long term memory?</b>
<ul style="list-style-type: none"> <li>• Teacher assessment</li> <li>• Marking</li> <li>• Discussion</li> <li>• Self and Peer assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Work scrutiny</li> <li>• Discussions</li> <li>• Timetables.</li> </ul>	<ul style="list-style-type: none"> <li>• Revision &amp; recapping Year on Year</li> <li>• Success Criteria for each lesson</li> <li>• Feedback / reflection from marking</li> <li>• Repeated recall most lessons</li> <li>• Curriculum Mats</li> <li>• Links &amp; connections with other subject areas plus old &amp; new knowledge</li> <li>• Discussion.</li> </ul>
<b>Readiness for Next Stage of Education</b>	<b>Promotion of Social Mobility</b>	<b>Promotion of British Values &amp; SMSC</b>
<b>How does this subject prepare our children for the next stage of their educational journey at secondary school &amp; beyond?</b>	<b>How does this subject promote social mobility?</b>	<b>How does this subject promote British Values &amp; SMSC?</b>
We endeavour to ensure that the sequence of content enables our children to progress in their	Our aim is that no child is disadvantaged by their background situation & that, as a school, we	Through our rich & varied curriculum, we ensure that our children are well equipped for life

<p>knowledge of French whilst they are with us, but also to provide the building blocks necessary to build on at secondary school &amp; their learning journey beyond. Underlying all of this is our emphasis on Learning Culture which provides the underlying principles of attitude, resilience &amp; character.</p>	<p>provide everything that a child needs so that there is no cumulative dysfluency or cultural gaps in learning. As a result, we ensure that children have a broad range of curriculum experiences, free access to a wide variety of books, multiple opportunities to speak as well as listen, plus our MFL curriculum is designed in order to boost general as well as subject specific vocabulary.</p>	<p>in modern Britain &amp;, through subject linkage have an excellent understanding of Democracy, the Rule of Law, Responsibility &amp; Liberty, Mutual Respect plus Tolerance of those of different faiths and beliefs. Our Curriculum is driven by SMSC Development &amp;, as a result, pupils thrive – enjoying their lives, learning &amp; want to make a difference for others.</p>
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## Appendices

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MFL is planned in blocks of six lessons, one unit for each half term, apart from year 6 where there are 4 units to be taught over the year. The units cover grammar, speaking and listening, reading and writing. The main focus is on speaking and listening, then progressing onto reading, alongside spoken language and then finally writing. The writing in MFL is most prominent in years 5 and 6 but it is covered a little in years 3 and 4. Through the units, key words and phrases are revisited and used through all the year groups. The subject starts with a focus on single words and pronunciation, then progressing onto phrases, simple sentences and then finally onto longer and more complex sentences. Some of the units that are planned are similar in each year group, for example 'Time.' This allows for repetition and recall while also building on prior learning and understanding of the language.