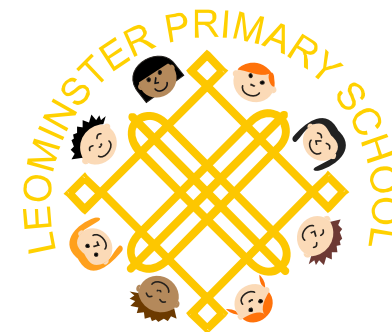


Leominster Primary School



The Intent, Implementation and Impact of our Modern Foreign Languages Curriculum

INTENT

The intention of the Modern Foreign Languages curriculum at Leominster Primary School is that children are taught to develop an interest in learning other languages in a way that is enjoyable and stimulating. We encourage children's confidence, we strive to stimulate and encourage children's curiosity about language. In planning, we actively plan links to develop their awareness of cultural differences in other countries, British values and curriculum enrichment opportunities. We strive to embed the skills of listening, speaking, reading and writing necessary to enable children to use and apply their French learning in a variety of contexts and lay the foundations for future language learning.

Our MFL curriculum is designed to progressively develop children skills in languages, through regular taught lessons. Children progressively acquire, use and apply a growing bank of vocabulary organised around topics. We follow the 'Salut' Scheme of work to ensure coverage and progression across school.

In accordance with the aims of the new National Curriculum introduced in September 2014, we aim, as a school, to ensure our children have the opportunity 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;
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learned;
- discover and develop an appreciation of a range of writing in the language studied.

By the end of KS2, pupils should:

- 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
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

IMPLEMENTATION

Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games. As confidence and skill grows, children record their work through pictures, captions and sentences. At Leominster Primary School, there is a clear progression of skills and understanding that builds through Key Stage based on the National Curriculum Programme of Study.

Teachers plan lessons with access to the Salut! Scheme of Work, which supports staff in ensuring that their delivery of French is accurate. This planning takes account of prior learning and builds on this. At each stage, the teacher will refer to prior learning and carry out informal assessment of children's stage of development before moving on.

We strive to ensure that our pupil's attainment is in line or exceeds their potential when we consider the varied starting points of all our children. The learning challenges used and progression grids used to plan and teach MFL, ensure that children are accessing work at age related expectations, with regular opportunities to be challenged through higher-level objectives.

IMPACT

Assessment criteria has been developed, in line with national curriculum aims, to enable teachers to assess the progress of children in their language learning as they move through Key Stage 2, ensuring that children are supported and challenged as appropriate. This data is analysed on a termly basis, and an action plan drawn up to address any identified gaps.