

Wolborough CE Nursery Primary School

Modern Foreign Languages Curriculum Plan

Our Curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school. The key skills are derived from the National Curriculum and split into individual year groups to support a progressive approach and mixed age classes.

We highly value languages as part of the children's entitlement to a broad and balanced curriculum. We aim to encourage children to develop an appreciation of languages and foster their curiosity of the wider world. Languages underpin the connections, cultural capital and communication skills needed to be global citizens and open doors to further opportunities.

By learning a different language, we are supporting opportunities to develop further fluency and linguistic agility, building foundations for learning further languages, and thereby equipping pupils to travel, study and work in other countries.

Vocabulary

Children's command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil's current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum.

The core resource within the school is La Jolie Ronde. Our MFL curriculum is designed to develop not only our children's language skills, but also their love of learning a language. It progressively develops language skills, through regularly taught lessons. This allows the children to acquire new language to then use and apply in a range of scenarios and topics. Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games. As their confidence and skill grows, children record their work through pictures, captions and sentences.

Every half term, we have Virtual Visits to another country in which the children are immersed in the culture, food and geography of a place different to theirs. As part of these days, children may learn additional snippets of foreign languages such as greetings or Merry Christmas.

The National Curriculum

In Key Stage Two 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
- 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

Progression of Key Skills

Progression of Key Skills				
Key Stage 2				
Speaking/ Oral	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. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Describe people, places, things and actions orally and in writing.			
	Year 3	Year 4	Year 5	Year 6
	Can I engage in whole class discussions to answer questions? Can I recall and repeat phrases? Can I use new and learnt vocabulary to say phrases? Can I develop accurate pronunciation of words and phrases? Can I present ideas and information orally? Can I orally describe people and things? Can I begin to use a dictionary to understand new words?	Can I engage in whole class and partner discussions to answer questions? Can I recall and repeat phrases with growing confidence? Can I use familiar vocabulary to build basic sentences? Can I confidently use accurate pronunciation of words and phrases? Can I present ideas and information orally? Can I orally describe people and things? Can I begin to use a dictionary to understand new words?	Can I engage in conversation and express opinions as a response to others? Can I speak in full sentences using familiar vocabulary? Can I develop accurate pronunciation of words for familiar words and phrases? Can I begin to include intonation so that others understand what I am reading aloud? Can I present ideas and information orally to a small audience? Can I use a dictionary to understand new words? Can I introduce new words into my written works? Can I orally describe people, places and things?	Can I confidently engage in conversation and express opinions as a response to others? Can I confidently speak in full sentences using familiar vocabulary? Can I confidently develop accurate pronunciation of words for familiar words and phrases? Can I include intonation so that others understand what I am reading aloud? Can I present ideas and information orally to a range of audiences? Can I confidently use a dictionary to understand new words? Can I introduce new words into my written works? Can I orally describe people, places and things?
Writing	Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. 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.			
	Year 3	Year 4	Year 5	Year 6
	Can I explore patterns and sounds of language through songs and rhymes? Can I begin to link patterns and sounds of language to spellings? Can I describe people, places, things orally and begin to complete these in writing?	Can I explore patterns and sounds of language through songs and rhymes? Can I link patterns and sounds of languages to spellings? Can I describe people, places, things orally and begin to complete these in writing?	Can I learn and memorise phrases? Can I begin to write phrases from memory? Can I express ideas clearly using memorised phrases? Can I write descriptions about people, places and things?	Can I learn and memorise phrases? Can I confidently write phrases from memory? Can I adapt phrases from memory to create new sentences? Can I confidently express ideas clearly using memorised phrases?

Listening	Listen attentively to spoken language and show understanding by joining in and responding. Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.			
	Year 3	Year 4	Year 5	Year 6
	Can I listen and respond to spoken language? Can I explore patterns and sound through songs and rhyme?	Can I listen and respond to spoken language? Can I explore patterns and sound through songs and rhyme?	Can I listen attentively to spoken language and respond by joining in? Can I confidently explore patterns and sound through songs and rhyme? Can I identify meaning of words through songs and rhymes by recognising patterns and sound?	Can I listen attentively to spoken language and respond by joining in? Can I confidently explore patterns and sound through songs and rhyme? Can I identify meaning of words through songs and rhymes by recognising patterns and sound?
Reading	Read carefully and show an understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language.			
	Year 3	Year 4	Year 5	Year 6
	Can I read words and phrases carefully? Can I appreciate stories, songs, poems and rhymes in languages?	Can I read words and phrases accurately? Can I appreciate stories, songs, poems and rhymes in languages?	Can I read words, phrases and simple writing accurately? Can I appreciate stories, songs, poems and rhymes in languages?	Can I read words, phrases and simple writing accurately? Can I appreciate stories, songs, poems and rhymes in languages?

In order to assess impact - a guide

We measure the impact of MFL through the following methods:

- Observing children's speaking and listening using another language
- Using ICT, to gather images and videos of the children's speaking and listening
- Marking written work (Year 5/6 only)
- Moderation of children's learning in staff meetings, allowing opportunities for dialogue between staff members
- Termly assessments using a RAG rating system
- Annual reporting to parents on their child's progress
- Learning Walks
- Moderation of children's learning across our Academy, via MFL Hub Leads
- Interviewing the children about their learning (Pupil Voice)
- Monitoring KS2 assessment
- Ensuring knowledge and progression of skills is being taught