MFL Curriculum Rationale

At Abbey Lane Primary School, our vision is that the teaching of Modern Foreign Languages (MFL) allows the children to develop an appreciation of languages in a fun and enjoyable way. Our chosen language is French, which is taught across Key Stage 2. We hope to provide a solid foundation in the subject before moving into the next phase of their education. Language learning plays a key role in our ever-changing world and multi-lingual society. It is our hope that introducing children to different languages, countries and cultures will equip the children with a confidence to explore and become responsible global citizens. We aim to foster pupils' curiosity and deepen their understanding of both the world around them and their own language.

INTENT		IMPLEMENTATION		IMPACT	
Alignment to the National Curriculum	At Abbey Lane, we aim to work alongside the National Curriculum aims to ensure children are able to explore a language (French) with confidence and express themselves in both spoken and written language. Although the framework is only mandatory in KS2, in EYFS and KS1, children are exposed to culturally themed days including different languages.	**Pedagogical Approaches**	MFL lessons all begin with quick fire and fun French phonics introductions/recaps to activate the children's speaking and listening skills. Introducing sounds that link to the key vocabulary for the lessons. Pupils in KS2 are provided with a weekly French lesson based upon the 'La Jolie Ronde' scheme.	**Approach to assessment**	In MFL, ongoing point in time assessment is used to establish students understanding of the language against the criteria of their yearly assessment grids. In addition to this, regular check ins ensure teachers are aware of the progress of the children informing any future lessons and planning.
End points	The MFL curriculum, allows our pupils to gain key knowledge and vocabulary across the key stage. We build confidence and promote the skills of speaking, listening, reading and writing. This in turn, fosters a curiosity of language learning for the future and deepens their understanding of the wider world. With a view to preparing the children for the KS3 language curriculum to enable them to transition confidently and successfully.	**Teachers' Expert Knowledge**	Continued staff development is essential to ensure staff are positive and confident practitioners in language learning. All staff have recently received training in delivering French phonics. Staff have also been given the opportunity to make links with local secondary schools to support their practice.	**Performance Data**	Teachers assess the progress of children in KS2 in their language acquisition based on the outlined assessment grids. This allows teachers to judge whether pupils are working within or exceeding age-related expectations. Ensuring that all children are supported and challenged appropriately.
Sequencing	Our MFL curriculum follows a spiral structure, therefore key concepts are revisited and understanding taken to a greater level of depth. Over the Key stage, we provide opportunities for the children to acquire basic skills in French, which are further embedded by returning to several topics and allowing them to gain confidence in their spoken language focussing on accuracy of pronunciation as well as their literary skills (reading and writing).	**Promoting Discussion and Understanding**	Within each half-termly topic in MFL, there are opportunities for children to listen attentively to spoken language and show understanding by joining in and responding. This encourages children to engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Within lessons there is the opportunity for children to speak in sentences, using familiar vocabulary, phrases and basic language structures to develop accurate pronunciation and intonation, so that others understand when they are reading aloud or using familiar words and phrases.	**Pupils' Work**	All pupils in KS2 have an MFL exercise book in each year. Pupil's work is recorded every other week, allowing them to build upon the newly introduced key vocabulary, knowledge and skills. Including the half-termly knowledge organisers for the children to use as a reference in lessons.

Addressing Social Disadvantage	A key principle of our teaching is the belief that every child can access the language curriculum for their year group. We introduce French in an enjoyable and stimulating way, that allows children of all levels to develop an interest and positive attitude towards other languages and cultures and engaged language learners.	**Knowing More and Remembering More**	The progression of MFL across KS2 includes key vocabulary, knowledge and skills, which are introduced, revised and revisited throughout the key stage. This cycle ensures that the pupils have a solid grasp of the language in both spoken and written forms.	**Talking to Pupils**	Pupil voice discussions with the subject leader, allows the children to share ideas about their language lessons. Using their books and knowledge organisers to guide the discussion the subject lead is able gain a better grasp of retention of the language and skills from pupils within each year group.
Local Context	To ensure that MFL is promoted throughout school and something for the younger children to look forward to when they reach KS2, we annually celebrate European Day of Languages, where parents are invited to share a language if they speak one. We also provide afterschool and lunchtime clubs using local providers.	**Teacher Assessment**	Formative assessment is essential in language learning for both the teacher and pupil to evaluate their progress. Teachers will account for speaking and listening throughout activities in the lessons and use of assessment grids, which are used to record whether pupils are working at an age-related level at the end of the module. The evidence from recorded lessons in the MFL books helps to demonstrate the pupils' current level and identify any gaps in understanding, skills and knowledge.		