



Helmshore Primary School



Modern Foreign Languages Intent, Implementation and Impact Statement

Intent

It is our intent at Helmshore Primary School to provide all of our children with a high quality education in Modern Foreign Languages, which develops their love of learning about other languages and cultures and helps provide them with an understanding of the world. Our current MFL taught is French, however we strive to provide children with opportunities to experience a range of other languages. We aim to build the children's 'cultural capital' so that they have a knowledge and understanding of the richness and diversity between cultures. All pupils at Helmshore Primary School are encouraged to achieve their full potential in their foreign language learning (French). Our ultimate aim is that our pupils feel confident engaging in spoken French, develop skills in reading, listening and writing, and know how important languages will be in their future. We aim to develop a genuine interest and curiosity about languages, finding them enjoyable and exciting and show a desire to continue their language learning past Key Stage 2.

We believe that learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others, which feeds into our whole school values of RESPECT where many religions and cultures are represented.

The national curriculum for 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 pronunciation and intonation
- Can 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.

Implementation

To ensure high standards of teaching and learning in MFL, we implement a curriculum that is progressive throughout Key Stage Two. Our French lessons are based upon the 2014 Primary National Curriculum in England, which focuses on speaking, listening, reading and writing skills, as well as making children aware of grammatical features of the French language. 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 then use and apply it in a range of different 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. Our specialist MFL teacher plans lessons for classes to ensure progression in both knowledge and skills. When teaching MFL, the children's interests and real life experiences are considered to ensure their learning is engaging, broad and balanced. Units of work are planned, building upon the pupils' prior knowledge and language





acquisition to ensure progression and the revisiting of vocabulary and grammar. A variety of teaching approaches are used based on the teacher's judgement and frequent use is made of video clips, not only as an aid to improving their listening and speaking skills, but to also engage children in developing their intercultural understanding. In MFL, skills in speaking, reading and writing another language are developed through a multi-sensory approach such as rhymes, songs, stories and repetition. From Year 3, children begin to develop their understanding of grammar in another language and make comparisons with their own language. The key aims are for children to have fun with the language, sing songs, be creative and develop confidence performing to an audience.

Inclusion

All children receive Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. In addition, our school offers a vibrant, demanding and varied curriculum, providing all our pupils with a range of opportunities in order for them to reach their full potential and 'be the best they are able to be', enjoy and achieve regardless of their starting points.

Impact

Our MFL curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also forms part of the units of work.

We measure the impact of our curriculum through the following methods:

- Observing children speaking and listening in another language.
- Marking of written work.
- Images and videos of children completing speaking and listening activities.
- Interviewing the pupils about their learning (pupil voice).
- Annual reporting to parents.
- Learning walks.
- Displays.

The MFL subject lead and class teachers work closely together to monitor the impact of MFL teaching on learning. Progress is monitored and tracked on a termly basis, and pupils are identified as working below, at or above the expected standard. This assessment information is then used to inform planning to ensure that the knowledge taught is retained by our children and continually revisited so that our pupils are able to apply the skills they have been taught to a variety of different settings, showing independence with their learning.

