

How will we achieve this?

- Well-developed school curriculum maps which set out the breadth of study and the progression of knowledge and skills
- A strong and coherent progression of teaching of knowledge and skills
- Well-planned lesson sequences which allow pupils to develop skills and knowledge over time
- Confident, well supported teachers who have access to quality resources
- A classroom ethos which fosters and models a positive attitude to learning a language
- Energetic and engaging lessons where the level of challenge meets the needs of all children
- A well-considered transition process between primary and secondary schools with a curriculum that builds step by step across the key stages
- Opportunities across the trust for celebrating language learning e.g. entering the 'Love Languages Competition' in Abingdon, participating in language workshops organised by secondary schools and linking with other primary schools in the trust to celebrate language learning

How will we develop curious and enthusiastic language learners?

- Teach children the vocabulary, grammar and phonics that will allow them to manipulate the language for themselves
- Build links with schools in France/Spain and encourage communication between pupils in countries where the language is spoken
- Encourage children to take part in language competitions and celebrations locally
- Equip children with useful vocabulary for trips to French/Spanish speaking countries

We use the "Primary Languages Network" scheme



Key Principles for Modern Foreign Languages

- **We believe learning a foreign language is a fundamental right for all pupils to support the development of their cultural capital and extend their awareness of the structure of language.**
- **We believe early positive experience and high-quality teaching helps pupils develop the right attitude and core skill for later success**

What do we want our MFL teaching to achieve?

The National Curriculum 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.

We want to inspire our young people on a journey which leads them to becoming confident language learners with the ability to immerse themselves in the culture and traditions of the countries in scope.

References:

National Curriculum (Revised 2014)
OFSTED Research Review series : languages
Primary Languages Network documentation

How will we assess if our pupils have gained sufficient understanding? Can they:

- understand the main points and some detail from a short, spoken passage comprising of familiar language
- take part in a simple conversation and express simple opinions. Generally accurate pronunciation (to a sympathetic native speaker)
- understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account) and use a bilingual dictionary to access unfamiliar language.
- write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs in the present tense on a familiar topic using reference materials, support if necessary

What about greater depth?

Greater depth pupils are able to:

- work more independently including accessing new vocabulary from a bilingual dictionary
- apply what they've learned in one area of the MFL curriculum to other areas e.g. agreement of adjectives in different topics
- apply their knowledge consistently, confidently and fluently
- be able to explain what they have been doing to others, including teaching other children what they have learned.