

# Abbey Academies Trust



Every Child Matters

## MFL Curriculum Statement

Amended

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|--------------|--|--|
| October 2019 |  |  |
| May 2022     |  |  |
|              |  |  |



Every Child Matters within a loving and caring Christian environment

As a RRS (Rights Respecting School – UNICEF) this upholds the following articles from the UNCRC (United Nations Convention on the Rights of the Child):

Article 29: Every child has the right to be the best they can.

### **Why we believe language teaching is important**

The National Languages Strategy states that learning one or more languages is, “a life long skill – to be used in business and for pleasure, to open up avenues of communication and exploration, and to promote, encourage and instill a broader cultural understanding” (page 5). In today’s ever more multicultural society and with international travel on the cards for many throughout their careers, language learning is becoming more vital now than ever. The skills learnt are transferrable between languages ; learning one new language makes it far, far easier to learn another, and even helps cement our grammatical understanding of our own first languages! Learning a foreign language provides children the opportunity to appreciate the etymology of words they use every day, broadening their understanding of global connectivity and the influence of increased geographical mobility. The way in which MFL teaches and supports oracy develops their general speaking and listening skills, confidence and self-esteem. Much of the work undertaken is oral – the fun, engaging and ‘low-risk’ teaching and learning activities which support oracy mean that all children can engage fully and achieve well. It fosters an atmosphere in which mistakes are recognised – encouraged, even! – and used to progress their learning.

### **Intent: We aim for our pupils to:**

- reach their full potential- every child can achieve in MFL;
- foster a positive attitude towards languages, recognising the opportunities for creativity that learning a language can foster, as well as its relevance in our increasingly multi-lingual world;
- become confident when listening to, speaking and interacting with a foreign language (oracy);
- have access to simple stories, poems, information texts, advertisements, letters and messages – in paper and electronic forms;
- develop language competence and intercultural understanding by becoming more aware of the similarities and differences between peoples – their every day lives, beliefs and values;
- write simple sentences and short texts for different purposes and audiences;
- increase their understanding of how language works;
- familiarise themselves with strategies which they can apply to the learning of any language.

### **Implementation: How do we do this?**

The National Languages Strategy states that, “The strands [oracy, literacy, intercultural understanding and language learning strategies] are interconnected and support each other; they would rarely be taught in isolation.”

- Pupils are taught one language for the entirety of KS2.
- The long-term plan for Languages teaching covers a range of topics designed to help the children meet all the objectives as identified in the NLS, following the progression model set out by these objectives.
- All languages lessons are taught in mixed ability groups or classes. This allows the stronger pupils to support the ones who are finding it a little bit more difficult, thereby extending their skills as they are being required to ‘teach’ what they know.
- Pedagogic practices that keep the class working together on the same topic, whilst addressing the needs for all pupils are used, including for some to gain greater depth and proficiency and understanding. This might mean more detailed scaffolding, or greater adult input.
- The children were asked to contribute to the planning by making suggestions about the topics they would like to cover, therefore giving them a degree of ownership over their own learning.
- Planning is supported through resources collated by the Languages teacher.
- Seesaw will be used to record/evidence learning in oracy. The children and teacher will be able to keep a close eye on their progress.
- Pupils are supported and challenged through varied and frequent practice with increasingly complex tasks and activities as they progress through the year groups, using the NLS objectives.

### **Impact**

- Pupils are making the best possible outcomes and progress against the NLS objectives for their year group.
- Pupils show a positive attitude towards learning a new language
- Pupils show resilience – mistakes are ok and a necessary part of progression in language learning.
- Pupils are able to make links between the new language they are learning in school and their own first and other languages.
- Languages teacher is proactive in planning engaging, relevant teaching and learning opportunities which allow the children to achieve the NLS objectives.

### **Other relevant documents:**

- National Literacy Strategy
- Teaching and Learning Policy
- Curriculum Policy
- Planning and resourcing documents- see G drive