



Ralph Butterfield Primary School – How do we teach MFL?

Modern Foreign Languages Intent:

At Ralph Butterfield Primary School, MFL is statutory for every Key Stage 2 child. However, as part of the curriculum in EYFS and KS1, different languages are taught as appropriate when contiguous with the other subjects taught. This will also occur as part of discrete languages days in school. Our aims are to fulfil the requirements of the National Curriculum for MFL, which should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, be exposed to literature in the language studied and deepen their understanding of a culture other than their own.

The aims of our Modern Foreign Languages curriculum are to develop pupils who:

- 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
- Be able to 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. MFL is taught in discrete lessons covering at least one unit per half term. To meet the needs of the two year rotation which is the foundation of our curriculum, the matching units will be taught vertically within each of the KS2 phases across a term. By the end of each phase, children will therefore have covered all units appropriate to that phase.

The MFL curriculum at Ralph Butterfield Primary School is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills taught. Teachers plan lessons for their class using a scheme which fulfils our progression of knowledge and skills document. Teachers use the scheme as a guide, but adapt the planning and resources and may use alternatives as appropriate to the needs of their class. When teaching MFL, teachers may also follow the children's interests and real life experiences as appropriate to ensure their learning is engaging, broad and balanced.

In MFL, skills in speaking, reading and writing another language are developed through a multi-sensory approach such as rhymes, songs, stories and repetition. In Upper Key Stage Two, children begin to develop their understanding of grammar in another language.

Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

All children will have 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. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from 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 form 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 and activities in books
- Images and videos of children completing speaking and listening activities
- Interviewing the pupils about their learning (pupil voice)
- Annual reporting of standards across the curriculum to parents
- Self - assessment by the pupils at the end of a unit against the unit objective checklist
- Assessment by the teacher at the end of a unit against the unit objective checklist
- Learning walks