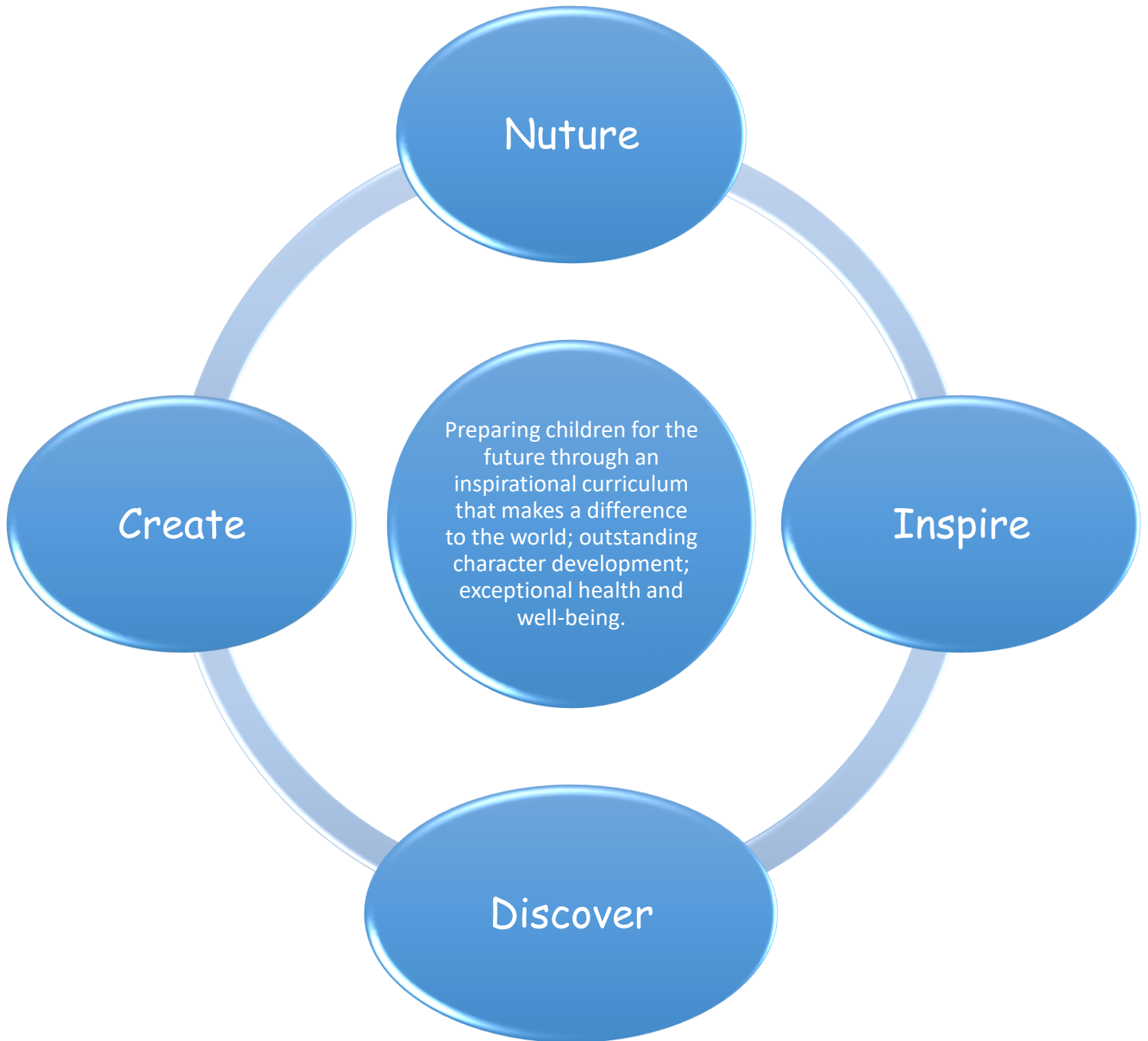




Stathern Primary School

'Nurture, Inspire, Discover, Create'

Modern Foreign Languages Curriculum Vision and Skills





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Intent and Design – What are we trying to achieve?

Vision

• **As a school we aim to:**

- Preparing children for the future through an inspirational curriculum that makes a difference to the world; outstanding character development; exceptional health and well-being.

• **In MfL, we aim to:**

- foster pupils' curiosity and deepen their understanding of the world in which they live; providing a valuable learning, social and cultural experience developing a raised awareness of our multi-lingual, multi-cultural world **for an international dimension.**

Motto

- **Nurture** – We care for each other and celebrate our differences, achievements and contributions to the world. We support each other through challenges and difficulties, recognising that the mental health and well-being of both ourselves and those around us is one of the key factors in our happiness and success.

- **Inspire** – We inspire each other to greater heights through our communication, actions, support and achievements. We take inspiration from the people, places and events all around us. We recognise that whether a situation is good or bad, there is always learning and growth to be gained. These situations inspire us to make positive change a reality.

- **Discover** – We are excited to discover new knowledge, skills, people and places. We are open to alternative ideas beyond our own and enjoy exploring the thoughts, conversations and solutions that others bring to different situations and experiences.

- **Create** – We enjoy working together to create new and exciting solutions to make our world a better place. We believe we can make a difference no matter how large or small. Our school is a place where we can experiment and take risks in order that we might better ourselves and the world we live in.

School Values

- We believe in...

- **Developing outstanding character** and attitudes to learning in preparation for future challenges in a changing world.

- **Promoting physical and mental health** in a happy caring environment that is supportive and encouraging.

- **Making a difference** to the world we live in through creating enterprising solutions to local and global issues.

- Developing social skills and an appreciation of **each person's unique strengths**, respecting and embracing different cultures, races and religions.

- Fostering a **deep sense of care and nurture** for the world we live in and the people around us.

- Creating a broad range of **inspiring experiences** that allows children to develop skills and find their place in the world.

- Working in **partnership with our school community and beyond to build brighter futures.**

- High expectations alongside a **culture of self-awareness, reflection and self-improvement.**

Aims of our MfL Curriculum

- **Our inspirational Modern Foreign Languages curriculum will enable**

- Here at Stathern, we understand the vital role that Modern Foreign Languages (MfL) plays in providing an opening to other cultures and introducing an international dimension to learning for pupils. Through our teaching, pupils will be able to express their thoughts and ideas in another language (French) as well as responding to its speakers both in speech and writing. It is our ethos and belief that children become confident, fluent and proficient speakers in French, learning how they can communicate for practical purposes. Pupils here at Stathern will learn how French culture shapes the world in which they live and develop an appreciation of other cultures. Pupils will develop linguistic competence, extend their understanding of how language works and explore similarities and differences between the French language and English.

Learning Intentions

- Our MfL curriculum is designed to provide pupils with the foundation for learning further languages. The curriculum is broken into 5 skill areas: Listening, Speaking, Writing, Reading and Grammar taught across Key Stage 2.

- We aim to provide a curriculum where pupils:

- can listen attentively to spoken language and show understanding by joining in.

- explore the sounds and patterns of language through songs and rhyme making links with spelling, sound and the meaning of words.

- engage in conversations; ask and answer questions; express opinions and respond to others; seek clarification and help.

- can speak in sentences using familiar vocabulary, phrases and basic language structures developing accurate pronunciation and intonation to present ideas to others.

- read carefully showing an understanding of words, phrases and simple writing.



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Implementation and Organisation – How will we arrange our learning?

School Focus

Reading

Challenge

Vocabulary
and
Communication

Progressive
Skills

Transferable
skills

Positive
Mental
Health and
wellbeing

French Developmental Foci

Texts in French are critically challenged, understood and discussed for meaning and moral messages

Lessons are planned to challenge pupils both academically and developmentally

Children are able to use the correct vocabulary to discuss emotions and themselves. They can discuss and reflect on their ideas with clarity.

A French specific, progressive and challenging skill set is explicitly taught and assessed

Work written and recorded in French must reflect and reinforce the key skills in Reading, Writing and Maths

Our French curriculum supports SEMH by explicitly teaching children about themselves, their relationships, their Health and their Wellbeing

Contexts

Exciting, topic-based learning supported by a rich and diverse array of texts and activities.

Big questions in topics and French specific areas

	Y3/4	Y5/6
Skills Progressions	Listening	
	Speaking	
	Writing	
	Reading	
	Grammar	
		School Values British Values



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Listening		Speaking	
Y3/4	Y5/6	Y3/4	Y5/6
<p>Year 3</p> <ul style="list-style-type: none"> Repeat words modelled by teacher show understanding with an action understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly <p>Year 4</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action) pick out known words in an 'authentic' conversation understand and respond to a range of familiar spoken words and short phrases. 	<p>Year 5</p> <ul style="list-style-type: none"> begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. <p>Year 6</p> <ul style="list-style-type: none"> listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary understand a short passage made up of familiar words and basic phrases. 	<p>Year 3</p> <ul style="list-style-type: none"> Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers Recognise a familiar question and respond with a simple rehearsed response repeat and say familiar words and short simple phrases, using understandable pronunciation. <p>Year 4</p> <ul style="list-style-type: none"> Use common phrases develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers perform short role plays on one topic, with several exchanges and secure pronunciation. produce short pre-prepared phrases on a familiar topic, with secure pronunciation. 	<p>Year 5</p> <ul style="list-style-type: none"> ask and answer questions on the current topic. produce some short phrases independently (without written support) within a familiar topic, with good pronunciation. <p>Year 6</p> <ul style="list-style-type: none"> Engage in short scripted conversations speak in longer sentences, learning to use particular sentence structures more flexibly to create own sentence ask and answer simple questions on a few very familiar topics.

Reading		Writing	
Y3/4	Y5/6	Y3/4	Y5/6
<p>Year 3</p> <ul style="list-style-type: none"> begin to recognise written vocabulary/ single words begin to recognise written phrases <p>Year 4</p> <ul style="list-style-type: none"> begin to recognise simple written phrases recognise simple written phrases and understand a range of familiar written phrases. 	<p>Year 5</p> <ul style="list-style-type: none"> read and show understanding of more complex written phrases read and show understanding of a piece of writing based on the current topic read short passages and pull answer questions on what they have read. <p>Year 6</p> <ul style="list-style-type: none"> practice reading longer texts aloud, containing taught phrases and vocabulary understand a short text made up of short sentences with familiar language on a familiar topic. use a dictionary or word list. 	<p>Year 3</p> <ul style="list-style-type: none"> copy simple vocabulary write some single words from memory, with plausible spelling with support, substitute one element in a simple phrase to vary the meaning <p>Year 4</p> <ul style="list-style-type: none"> write simple words and several short phrases from memory use understandable spelling. 	<p>Year 5</p> <ul style="list-style-type: none"> begin to use dictionaries to find the meaning of unknown words and to translate own ideas write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling <p>Year 6</p> <ul style="list-style-type: none"> adapt taught phrases to create new sentences write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling



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Grammar			
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">• use indefinite articles in the singular with masculine and feminine nouns.• use the high-frequency verb forms (I have, it is, there is/are).	<ul style="list-style-type: none">• use indefinite and definite articles with singular and plural nouns.• use prepositions of place and sequencers.	<ul style="list-style-type: none">• use all persons of several regular verbs in the present tense (with the support of a frame).	<ul style="list-style-type: none">• use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.



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Impact – How well are we achieving our aims?

Impact seen in:

Teacher Assessment

Pupil Voice

Moderation

Work scrutiny

Parental surveys and feedback

Observations and Blinks

Data analysis

Progress of pupils across the curriculum

Staff Questionnaires

Our children will:

Making great progress and have high standards of achievement and attainment

Have a lifelong love of reading and learning and be able to communicate clearly

Be respectful of themselves and demonstrate excellent behaviour

Be confident, positive and independent learners with high aspirations

Have mental wellbeing and make healthy lifestyle choices

Participate in the community and have excellent attendance

Work Sample Analysis:	What do our books show?
Lesson Observations:	How is the quality of teaching, learning and use of assessment in the lesson? How good is the questioning in the lesson?
Surveys:	What do parents and children say about this subject?
Interviews:	What do the children say about their learning in this subject? What do the staff say about their learning in this subject?
Coaching and Mentoring:	Is there a need for coaching and mentoring in this subject? What support do colleagues need in this subject?
Training:	What training has taken place? What is the impact of any training given?
Learning environment:	How does the learning environment support the learning in this subject area?