



## MFL at Tenbury Primary Academy

### **School Vision Statement**

Tenbury Primary Academy is a welcoming, inclusive and nurturing family with Christian values at our core. We are dedicated to promoting friendship, compassion and respect to enable everyone to flourish. With courage and perseverance, we aim to be the best that we can be.

**‘Therefore encourage one another and build each other up.’**

Thessalonians 5:11

# C U R R I C U L U M

### Tenbury Curriculum Intent

**The vision for our curriculum is to equip children with the skills to be safe, confident and creative, inspire them to ask questions and explore possibilities about their changing world and enable them to make a positive difference in both our local and global communities of the future. Staff and pupils will achieve this together, supporting each other along the way, working collaboratively and encouraging one another to be reflective thinkers.**

‘Learning a different language is a second vision on life.’ At Tenbury CE Primary Academy, we aspire to be linguists!

In learning another language at Tenbury we will develop children’s skills, knowledge and confidence to communicate in another language. This will empower children as global citizens and develop tolerance, respect and understanding of all cultures and languages.

### What French looks like in our school

At Tenbury CE Primary Academy, French is taught using the ‘Kapow’ scheme of work. All children in Y3,4,5 and 6 will experience learning French through:

- Inspiring and challenging lessons
- Opportunities to explore and experiment with the new language
- Frequent opportunities to practise speaking and listening skills with activities to develop confidence with pronunciation
- Children working independently, in pairs and in groups
- Opportunities to communicate often in the language
- Lessons that reflect the diversity of the world we live in
- Relevant and creative topics
- Cross curricular and discrete language lessons

# I N T E N T

- Children who are becoming proficient in listening, speaking, reading, writing and the formation of the language
- Opportunities to explore the cultures of the language we are learning.

By the end of Key Stage 2 pupils will:

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things and actions orally and in writing
- Understand basic French grammar including: feminine and masculine forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

This is how it works:

- Learning provided through discrete French lessons by Class teachers in KS2.
- Planning and resources used directly through 'Kapow'
- Vocabulary displayed and reinforced by class teachers
- Clear progression of skills developed throughout school
- Progression of knowledge developed each year
- Opportunities to listen to native speakers via web programme
- Each lesson will have an aspect of speaking, listening and writing and will start with a revision of language learned previously.
- Teachers may encourage children to answer the register using French vocabulary
- Wider opportunities including cultural workshops and whole school events when possible

This is what adults do:

- Teacher plans and delivers lessons which work with the topic if appropriate as well as develop core language communicative skills
- Curriculum leader evaluates the strengths and weaknesses in the subject and indicate areas for further improvement
- Create a positive learning environment to encourage confidence to communicate in the learnt language

This is how we support:

We teach French to all KS2 children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children.

- Teacher provide learning opportunities matched to the needs of children with learning difficulties.
- A range of equipment and resources so children can make progress including word mats and web support

This is how we challenge:

- Differentiated lessons
- Additional activities to stretch learning or develop skills

This is how we ensure all children can access the curriculum:

- EAL and SEN children are encouraged to access adapted resources to support them with the lesson
- Peer support
- Providing equipment that may support individuals

This is what you might typically see:

- Happy, engaged and communicative learners, who show perseverance
- Curious children who ask questions, take risks and participate in discussions
- Children who are self-motivated and eager to learn words in a different language
- A range of lessons including practical, creative and project-based learning
- Confident children who are willing to communicate
- Children developing their own cultural capital with a growing awareness of their place in the local, national and international community

This is how we know how well our children are doing:

- Marking and feedback by teachers and peers
- Mistakes/misconceptions are picked up and addressed during lessons
- Informal judgements based on observation during lessons.
- Photographic and video evidence
- Book scrutiny and pupil voice
- Summative assessment at the end of each unit of work
- Summative assessment discussed during transition meeting with next class teacher

This is how Languages contributes to the spiritual, moral, social and cultural development of the child:

Within French lessons children are given the opportunity to work collaboratively and communicate effectively with each other. We encourage children to reflect on and evaluate their ability to work together and to discuss how their communication had an effect on their learning. The cultural and social impact of learning a language are made clear in the ability to communicate with others and prepare children for a wider world. In our rural community, we aim to make links with other communities on a more global scale.

Cultural Capital:

Through our teaching of Languages children are able to virtually visit other countries, understand how they live as well as learn the language they speak. They are able to investigate the culture, traditions and life of that country. At Tenbury we also link with a school in Tanzania which helps a deeper understanding of a different culture and community.

This is the impact of the teaching:

As a result of the delivery of our Languages curriculum at Tenbury you would typically see confident, and engaged children who talk about themselves as linguists, talk enthusiastically about the subject and reflect on their learning. Children will be working in groups, pairs and independently demonstrating that they can communicate in the language through listening, speaking reading and writing. Children will be able to talk about where the language is spoken and some cultural similarities and differences they have discovered. Children will have made progress in the language and have lifelong language learning skills which will provide a foundation for future language learning.