



NEW MILLS PRIMARY SCHOOL

Modern Foreign Languages (MFL) Programme of Study

At New Mills Primary School, all Key Stage 2 children begin to learn a foreign language as required by The National Curriculum. **French** is our chosen language and is taught using the Language Angels scheme with the aim of inspiring the children to discover the enjoyment of learning a foreign language as well as laying the foundations for further language learning at Key Stage 3.

The National Curriculum

'Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world...'

The National Curriculum for Modern Foreign Languages (MFL), aims to ensure that children at KS2 make 'substantial progress' in one language and 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.

- [National Curriculum for England MFL](#)

Intent

New Mills Primary School intends to use the Language Angels scheme of work and resources to ensure we offer a relevant, broad and vibrant foreign languages curriculum that will inspire and excite our pupils using a variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

The intent is that all content will be continuously updated and reviewed annually, creating a dynamic programme of study that will be clearly outlined in both long-term and short-term planning. This will ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase and, in so doing, will always be relevant and in line with meeting national DfE requirements.

The four key language learning skills; **listening, speaking, reading** and **writing** will be taught and all necessary **grammar** will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas. In addition, the children will be taught how to look up and research language they are unsure of and they will have a bank of reference materials to help them with their spoken and written tasks going forward. This bank of reference materials will develop into a reference library to help pupils recall and build on previous knowledge throughout their primary school language learning journey.

The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

Implementation

All classes will have access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned lessons in **Key Stage 2** which will be taught by class teachers.

Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes.

All teachers will know where every child is at any point in their foreign language learning journey.

The units to teach to each year group will be reviewed as units are updated and added to the scheme. Levels offering appropriate levels of challenge will be taught to ensure pupils learn effectively, continuously building their knowledge of, and enthusiasm for, the learning of French.

Early Language units are entry level units and are most appropriate for KS1 and Year 3 pupils or pupils with little or no previous foreign language learning. **Intermediate** units increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to pupils. Intermediate units are suitable for Year 4-5 pupils or pupils with embedded basic knowledge of the foreign language. **Progressive** and **Creative Curriculum** units with the Language Angels scheme are the most challenging units and are suitable for Year 6 pupils or pupils with a good understanding of the basics of the language they are learning. Grouping units into these **Teaching Type** categories ensures that the language taught is appropriate to the level of the class and introduced when the children are ready. Children will be taught how to listen and read longer pieces of text gradually in the foreign language and they will have ample opportunities to speak, listen to, read and write the language being taught with and without scaffolds, frames and varying levels of support.

Grammar is integrated and taught discreetly throughout all appropriate units. Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: **listening, speaking, reading** and **writing**. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge.

- We start with **nouns** and **articles** and **1st person singular of high frequency verbs** in **Early Learning** units.
- We move on to the use of the **possessive**, the **concept of adjectives**, use of the **negative form** and **conjunctions/connectives** in **Intermediate** units.

- Each lesson incorporates interactive whiteboard materials to include ample **speaking** and **listening** tasks within a lesson.
- Lessons incorporate **challenge sections** and desk-based activities.
- **Reading** and **writing** activities are offered in all units.

Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit they will build their knowledge and develop the complexity of the language they use, helping to reinforce 'sticky learning'. Through regular assessment for learning, we aim to promote an ethos of support, celebrating successes and efforts in order to help children of all abilities progress.

Impact

Through careful planning and delivery, the children discover a love of learning languages and see links between different languages and cultures. They acquire knowledge about French speaking countries to develop global citizenship which encourages them to become active, responsible and caring members of the wider community.

They grow in confidence when communicating with others in spoken and written French and develop a willingness to experiment, learn new languages and develop authenticity through correct intonation and pronunciation through the teaching of phonics.

Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate. Differentiation and support is provided at all times as well as opportunities for challenge.

At the beginning of their learning journey, the children will start at basic noun and article level and will be taught how to formulate short phrases. By the time pupils reach Progressive units they will be exposed to much longer text and will be encouraged to formulate their own, more personalised responses based on a much wider bank of vocabulary, linguistic structures and grammatical knowledge. They will be able to create longer pieces of spoken and written language and are encouraged to use a variety of conjunctions, adverbs and adjectives.