

Tillington Manor Primary School
Curriculum Intent - Subject Statement

Subject: MFL

Aspect of Curriculum Intent Statement for TMPS	Subject Practice
<p>Intent</p> <ul style="list-style-type: none"> • What are the key concepts/skills children will learn in MFL? • How has learning been organised across the school to ensure continuity and progression? • Key skills development: Speaking and listening Reading Writing Thinking/Reasoning/Problem-solving skills • How will learning in MFL prepare children for life in the 21st century? <ul style="list-style-type: none"> ○ SMSC • In what ways will resilience and independence in learning be fostered? 	<ul style="list-style-type: none"> • Children will develop language skills through listening and understanding, speaking, reading and writing in the language being taught. • Strands of learning from the NC programme of study have been sub-divided in to key skills and concepts. The skills are progressive through a 2 year programme. At Tillington Manor, we strive for language variation to facilitate children with skills that are then built on in KS3 and 4. The languages are taught as follows: <ul style="list-style-type: none"> ○ Y3/4 - Spanish ○ Y5/6 - French • Learning in MFL will support, but not be subsumed, by our key priorities to develop: <ul style="list-style-type: none"> ○ The ability to speak with increasing confidence and fluency in order to articulate/share ideas - children will learn to speak/listen in different group contexts. ○ Writing at varying length using the variety of grammatical structures that they have learnt. ○ Children's ability to think for themselves and reach answers based on the evidence presented - e.g. to identify similarities and differences and to analyse and evaluate ideas to reach a solution to a language-based problem that has been posed. ○ An appreciation of 2 Modern Foreign languages • Children will develop an understanding of the diverse world in which we live and appreciate the diversity through the 2 languages taught. Children will learn to respect and appreciate the language of other cultures that is different to their own. • Children will be encouraged to: <ul style="list-style-type: none"> ○ Work in small groups/partners to share knowledge of the language being taught. ○ Complete an expected minimum of work within a set amount of time using resources appropriately matched to their independent ability level/group work. ○ Use their enjoyment and skill of singing to learn to learn key words in another language.

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<p>Implementation</p> <ul style="list-style-type: none"> • What are the key learning/teaching strategies staff should employ in MFL to promote high standards? • What experiences should children have in MFL to enrich their learning? • How will new learning be linked to children's previous learning and experiences? <ul style="list-style-type: none"> ○ Start of topic ○ Start of lesson ○ Strategies to promote long-term memory • How will staff ensure that they present a consistent challenge in MFL? • Strategies to promote involvement of children in our target groups: <ul style="list-style-type: none"> ○ Boys ○ PP ○ SEND 	<ul style="list-style-type: none"> • Key strategies to encourage high quality learning will include: <ul style="list-style-type: none"> ○ Building on and enhancing skills through their MFL lessons ○ Have a focus on interaction and discussion as a key learning tool - allowing children to share ideas and practise speaking in the language taught. ○ Introducing and allowing opportunities for vocabulary to be introduced and reviewed (STAR) ○ Making connections of the three different language - English, French, Spanish <ul style="list-style-type: none"> ▪ Linking MFL grammar to that used in English - reinforcing understanding of grammar conventions in English by identifying and articulating differences ○ Teach key words and phrases through the children's love of stories and songs • Children will develop their kn/und through additional enrichment experiences which will include: <ul style="list-style-type: none"> ○ Visitors who can speak fluently in the language taught. ○ Opportunities to talk to other individuals who speak a different language ○ Regular opportunities to sing and listen to stories and use this as a tool for their learning. • Children achieve the best outcomes when new learning is linked to previous experiences/learning. This can be achieved by routinely: <ul style="list-style-type: none"> ○ Building on skills previously taught at the start of lessons - utilising opportunities for children to apply what has already been learnt in new/different contexts ○ Having these skills and opportunities embedded across the curriculum - e.g. instructions given in MFL to reinforce skills developed and to show relevance • Challenge and standards will be consistent when all learning in MFL focuses on the key skills identified within the NC strands that have been charted on the progression map. • Strategies to promote learning for target groups will include: <ul style="list-style-type: none"> ○ Providing opportunities that engages children's interests - establishing links with previous experiences ○ Organising tasks to allow progressive build-up of knowledge/skills <ul style="list-style-type: none"> ▪ Low entry/high threshold ▪ Pre-teaching to compensate for variable life-experiences

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Aspects of Curriculum Intent Statement for TMPS	Subject Practice (How the curriculum intent will be achieved)
<p>Impact</p> <ul style="list-style-type: none"> • How will we know children have achieved high quality outcomes and that learning is embedded? • How will learning prepare children for different challenges and situations they will face, including tests? • How will we know that children are developing in their understanding of SMSC/diversity etc.? 	<ul style="list-style-type: none"> • Children will <ul style="list-style-type: none"> ○ 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 • Children will <ul style="list-style-type: none"> ○ be resilient and not be put-off when facing new challenges/content ○ tackle un-prepared learning situations, demonstrating standards expected ○ work with independence in a range of situations • Children will demonstrate: <ul style="list-style-type: none"> ○ respect and tolerance when facing a range of new ideas and content ○ share with others ○ respect for the achievements of others

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<p>Evaluation</p> <ul style="list-style-type: none"> • How will we monitor standards? • What will we do with information from monitoring? 	<ul style="list-style-type: none"> • Standards will be monitored by subject leads/SMT through: <ul style="list-style-type: none"> ○ discussion of their learning with children ○ scrutiny of subject records - ○ observation of practice • Results from monitoring will be used to evaluate: <ul style="list-style-type: none"> ○ the effectiveness of subject plans and contribute to subject planning development ○ the effectiveness of practice and to inform staff development needs ○ whole school learning/teaching strategies and developments required → SIP

