

THE VAYNOR CURRICULUM

MODERN FOREIGN LANGUAGES (MFL) ONE PAGE OVERVIEW



“Inspired to be the best that I can be!”

INTENT:



Love for Learning: Languages are a gateway to new opportunities and experiences. A language inspires new ways of thinking and develops key communication skills. Languages help us to write fluently and speak confidently and spontaneously. Children will enjoy experiencing a new language of words, sounds and cultures.



Enquiring Minds: Languages inspire children to be curious about the world beyond their classroom and help us to better understand different cultures. They will develop a desire to transfer the knowledge of their own language to apply to another.




World Wise: A language inspires curiosity and deepens our understanding of the world. Through language learning, we become curious about the world, experience new cultures, widen our horizons and overcome communication barriers. We can better appreciate diversity in our world and gain a sense of global responsibility, respect and tolerance.

The curriculum is designed through three strands to enable our children to:

- Develop linguistic skills and communicative competence.
 - Extend their knowledge of how language words.
- Explore similarities and differences between the new language and English.

CORE CONCEPTS IN MFL

Phonics	Vocabulary	Grammar
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VAYNOR VALUES	LEARNING SUPERPOWERS 	
RESPECT		
HONESTY	Challenge Taker	Motivation
KINDNESS	Resilience	Independence
FORGIVENESS	Confidence	Creative
HAPPINESS	Empathy	Inquisitive

IMPLEMENTATION:

As part of the primary National Curriculum, learning a Modern Foreign Language is a requirement for children within KS2. At The Vaynor First School, the children study French. We know that a high-quality languages education 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.

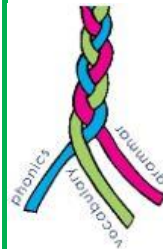
How MFL is mapped across the school:

OUR BIG IDEAS

Term	Year 3	Year 4
Autumn	I Am Learning French	I Am Able; I Know How
Spring	Animals; Instruments	Fruits; Vegetables
Summer	I Am Able; Fruits	Presenting Myself; My Family

Approach to Learning:

French is taught in a whole class setting. Teachers follow the 'Language Angels' scheme of work for French, which provides a range of different activities with curriculum links and cross curricular ideas.



The curriculum is mapped using the 'Three Pillars of Language Learning', which are phonics, vocabulary and grammar.

Our curriculum plans have the following structure.

- A 30-minute lesson
- Phonics and grammar repeat in Y3 and Y4.
- Vocabulary varies (so that lessons themselves are different).

Approaches to Recording:

- Topic Books
- WALTs and steps to success
- Photographs and digital recordings.
- Working walks – reinforce new vocabulary.



Monitoring:



- ✓ Planning scrutinises, pupil discussions and lesson observations
- ✓ Staff CPD
- ✓ Evaluation and reflection sessions of CPD and curriculum

IMPACT:

MFL Specific Impact Measures

Observation, questioning and discussion is used as a method of assessing pupils language skills and knowledge. Retrieval practice tasks are used in and across lessons to consolidate previous learning.

Tracking and Recording Assessments

We use NC school trackers half termly to input teacher judgements for each pupil. This allows us to see trends and comparisons between groupings and to tailor future provision.

