

<u>MFL (French) Curriculum Drivers</u>	<u>Deepening Concepts</u>	<u>Sequencing of Content</u>	<u>Retrieval Practice</u>
<p>As a result of the children being taught the Grange Curriculum, our children will be:</p> <p style="text-align: center;">A Resilient Learner –</p> <p>As a resilient learner, children will know their strengths and be able to set realistic goals. They will accept feedback and deal positively with praise, setbacks and criticism. They will keep trying and not give up - determined to learn the knowledge that they need to achieve their MFL language potential.</p> <p style="text-align: center;">An Independent Enquirer</p> <p>As an independent enquirer, children will ask the questions that matter. They will be eager to learn and be confident to ask for information. Children will question the reasons behind the grammar and vocabulary. They will learn through talking, practise and consolidating.</p> <p style="text-align: center;">An Articulate Collaborator</p> <p>Children will be effective communicators. They will be able to work confidently with others, using their new language to communicate confidently. Pupils will express their understanding and share learning in a range of ways, learning new vocabulary and grammatical ways. Practising orally, they will become more confident in their abilities.</p> <p style="text-align: center;">An Ambitious Individual</p> <p>Children will work hard to challenge themselves. Be motivated by success and driven by being the best version of themselves that they can be. Producing and publishing work of high quality, taking pride in themselves and accepting and using feedback that is given to them.</p> <p style="text-align: center;">A Considerate Participator</p> <p>Children will value diversity and celebrate our rich heritage and culture. they will recognise that other people have different beliefs and attitudes and embrace these as they learn about another country's language. They will share ideas and listen to those of others, learning and celebrating together. By being a new speaker of French will build empathy and consideration for those peers around them that may have English as a additional language.</p>	<p>Substantive linguistic concepts are deepened such as:</p> <p style="text-align: center;">Speaking Skills Listening Skills Reading Skills Writing (Grammar)</p>	<p>The Grange Primary Academy MFL (French) overview ensures that pre-requisite knowledge is considered and linked to new learning. Language is built upon and included within subsequent units.</p> <p>The sequence ensures that repetition of phonics and the vocabulary across the school will ensure recall and the use of both short- and long-term memory.</p> <p>A range of grammar and vocabulary are introduced and re-visited across the Key Stages, giving opportunity to refine understanding of the French language.</p>	<p>Children take part in regular mini-quizzes and retrieval activities to strengthen their memory.</p> <p>Learning journeys ensure that learning can be retrieved and applied.</p> <p>Remembering information and knowledge is celebrated and is part of the Grange culture</p>
		<p style="text-align: center;"><u>Purpose</u></p> <p>Each unit of work is purposeful and works towards a known end goal which ensures all children understand that their learning has a real-life purpose.</p> <p style="text-align: center;"><u>Impact</u></p> <p>Through the explicit teaching pupils and teachers assess their learning throughout the lesson. They can reflect at the end of the lesson on their knowledge and understanding.</p>	<p style="text-align: center;"><u>Big Ideas include:</u></p> <ul style="list-style-type: none"> ➤ Animals ➤ Fruit ➤ Presenting Myself ➤ Family ➤ House ➤ Clothes ➤ School ➤ Vikings

Intent

Grange Primary Academy uses the Language Angels scheme of work and resources to ensure that we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. French is introduced in Year 1 & Year 2 to expose the children to a new language and allow for a smoother transition into KS2. 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 or exceeding 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.

British Values

At Grange Primary Academy we understand the importance of promoting the fundamental British Values that are recognised around the world. It is our aim as a school to address these values wherever possible in the curriculum, including within our MFL lessons.

Democracy:

- Understand how the democratic system may be different in different countries.

The Rule of Law:

- Understand through cultural analysis how laws may have developed differently in different countries.

Cultural Capital

Cultural Capital is the accumulation of knowledge and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence. It is one of the key ingredients a child will draw upon to be successful in society, throughout their educational journey and eventually their career and world of work. At Grange Primary we enhance children's experiences and learning by utilising different opportunities in our MFL curriculum, across KS2.

We provide engaging French lessons for every child in which we include various experiences to develop their skills to prepare them for KS3. We aim to foster children's curiosity and fascination with the French language so that this thirst for knowledge remains with them when they begin KS3. We give children as

SMSC

Our French lessons help to promote and foster SMSC through a variety of different ways.

Spiritual

- Develop an appreciation of a different sphere of learning and how this is contributed to their own language.
- Appreciate how language is constantly evolving and that language from other cultures is absorbed into their own.
- Understand that their learning in other subjects will be developed by their appreciation and understanding of other languages

MFL (French) at Grange Primary

- Encourage a climate of respect and self-awareness for children to enhance their linguistic skills.

Individual liberty

- Create a classroom climate where learners feel free to express their individuality in a foreign language.

Mutual Respect & Acceptance of those of Different Faiths and Beliefs

- Develop an understanding and tolerance of different cultures by exploring their language and social morals.
- Understand how these cultures have developed over time and how they may be different to their own.

many opportunities to explore and practise French in order for them to become informed and prepared for their next MFL stage.

Moral

- Learners understand the need to celebrate and respect the contribution of all in lessons.

Social

- Active MFL lessons help learners to develop and form relationships and give them the skills to working different social contexts.
- Learners of all abilities have access to the curriculum, encouraging active participation for all.
- Equip learners with the ability to communicate with others from different countries and cultures- life skills.

Cultural

- Encourage acceptance of other cultures and traditions.
- Understanding that even though they may be different to the learner's own, they are still valid.
- Appreciate how language is constantly evolving and that language from other cultures is absorbed into their own.

Impact

As well as each subsequent lesson within a unit being progressive, the teaching type organisation of Language Angels units also directs, drives and guarantees progressive learning and challenge. Units increase in level of challenge, stretch and linguistic and grammatical complexity as pupils move from Starting out & Moving up In KS1 to the Early Learning units, Intermediate units and into the most challenging Progressive units in KS2.

Units in each subsequent level of the teaching type categories require more knowledge and application of skills than the previous teaching type. Activities contain progressively more text (both in English and French) and lessons will have more content as the children become more confident and ambitious with the foreign language they are learning.

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Early Learning units will start at basic noun and article level and will teach pupils 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, adjectives, opinions and justifications.

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.