



MFL Curriculum Rationale

'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. It should also provide opportunities for them to communicate for practical purposes' (National Curriculum 2013).

MFL Intent

At Glusburn Community Primary School we believe that the learning of a language provides a valuable educational, social and cultural experience for our pupils. Through language learning, we aim to help our children to develop communication skills, including skills in speaking, listening, reading and writing. The children's knowledge of how language works will be developed and extended. We choose to teach three different languages in key stage one (French, Spanish and German) to expose children to a variety of languages, also representing some of the languages and nationalities in our school. In key stage two, the linguistic skills gained in one language, will assist and lay foundations for further language learning at secondary school. Learning other languages gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others.

How is the MFL curriculum implemented?

Children experience weekly MFL lessons, this allows them sufficient time to become fluent in their knowledge and skills, and recalls will ensure this is embedded in their long term memory.

Pupils are taught to:

- 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

How is MFL enabled in the Early Years?

In Early Years MFL is taught through the **Specific** area of **Understanding the World: People and Communities** and is enabled through for example: providing activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other; inviting children and families with experiences of living in other countries to bring in photographs and objects from their home cultures including those from family members living in different areas of the UK and abroad; ensuring the use of modern photographs of parts of the world that are commonly stereotyped and misrepresented; helping children to learn positive attitudes and challenge negative attitudes and stereotypes, visiting different parts of the local community; providing role-play areas with a variety of resources reflecting diversity; making a display with the children, showing all the people who make up the community of the setting; inviting people from a range of cultural backgrounds to talk about aspects of their lives or the things they do in their work, such as a volunteer who helps people become familiar with the local area.

How does MFL reflect our School's Values and Ethos?

Exposing children to different languages and cultures, enables them to identify as British and understand that there are other equally important nationalities around the world.

UNCRC ARTICLE 7: Every child should be registered at birth and has the right to a name, to a nationality and, as far as possible, to be cared for by their parents.

How does the MFL curriculum impact on children's cultural capital and in becoming well rounded citizens?

It is intended that when children leave Glusburn Primary, they will have a natural curiosity and confidence to explore other countries and languages. Learning other languages gives children a new and broader perspective on the world, encouraging them to understand, respect and learn about their own cultures and traditions and those of others. In a multi-lingual society it is a valuable skill to be able to communicate effectively with others in another language.

Special Educational Needs and Disability

We recognise that pupils with SEND have a range of different needs and starting points. Some of our pupils have severe, complex or profound needs that have a significant impact on their cognitive development, especially the way that they are able to make alterations to their long-term memory.

Teachers are ambitious for all pupils including those with SEND, developing and adapting the curriculum so that it is coherently sequenced to all pupils' needs, starting points and aspirations for the future; acquiring the knowledge and cultural capital they need to succeed in life.

UNCRC ARTICLE 23: A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community.