



Curriculum Intent for Modern Foreign Languages

Vision:

Building a Hopeful Future through Kindness, Learning and Trust

At Kirkby la Thorpe, we strive to ensure that each person is empowered to flourish and contribute positively to society. We seek to equip our pupils with the knowledge, skills and qualities necessary to navigate the complexities of our world, rooting this in Christian love.

We are inspired by the life of St Thomas in all that we do so that we can:

- **Be Positive and Active Citizens:** "Let your light shine before others, that they may see your good deeds and glorify your Father in heaven." (Matthew 5:16) We strive for our pupils to communicate clearly, embracing tolerance and respect for the diverse beliefs and aspirations of others.
- **Be Curious and Independent Members of Society:** "Ask and it will be given to you; seek and you will find; knock and the door will be opened to you." (Matthew 7:7) We encourage curiosity and a thirst for knowledge, instilling a longing for justice and an empathy for those in need.
- **Have Confidence and Perseverance:** "For God gave us a spirit not of fear but of power and love and self-control." (2 Timothy 1:7) We empower everyone to embrace challenges with confidence and perseverance, striving to achieve their full potential in all aspects of life.
- **Have the Courage to Respectfully Challenge :** "Instead, speaking the truth in love, we will grow to become in every respect the mature body of him who is the head, that is, Christ." (Ephesians 4:15) We foster an environment where respectful dialogue and critical thinking are encouraged, empowering pupils to voice their opinions with courage and integrity.
- **Know their heritage:** "Remember the days of old; consider the generations long past. Ask your father and he will tell you, your elders, and they will explain to you." (Deuteronomy 32:7) We cultivate an appreciation for both local and national heritage, helping pupils understand their roots and identity within the broader context of history.

Kindness

Assisting peers with correct pronunciation of French words

Being respectful and patient of others who are presenting a conversation to the class

Offer words of encouragement to others when they speak French

Learning

Engaging in conversations in French

Learning the correct pronunciation for the French Alphabet

Being more aware of the Francophone world and its culture

Trust

Paying close attention when others are speaking, showing that their words are valued.

Show understanding and patience when peers make mistakes.

Show that you are listening carefully to others by nodding, making eye contact, and responding appropriately

Intent	Implementation	Impact
<p>We intend that our MFL curriculum will:</p> <p>The teaching of languages to early learners is widely recognised as a significant factor in building literacy, building self-confidence and a vehicle to broaden cultural horizons. At KLT we want our pupils:</p> <ul style="list-style-type: none"> to enjoy their early years of learning French, valuing the sights and sounds of France and the rhythm of the language; and to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. 	<p>Curriculum Content</p> <p>At KLT the Language Angels scheme is used to structure and deliver learning. The strands of oracy, literacy and intercultural understanding are taught in an interwoven manner, through games, films and songs, to develop pupils' knowledge of the spoken and written language.</p> <p>Key Stage 2 pupils (Years 3 to 6), receive a weekly lesson (1 hour), following our rolling curriculum cycle, due to our mixed aged classes. Children in KS1 and EYFS also receive a weekly lesson to prepare them for KS2 and broaden their cultural awareness.</p> <p>Assessment is gathered using termly assessments. Which all children take part in after completing a unit. These assessments are used to monitor the progress of their writing, reading, speaking and listening skills in French.</p>	<p>By the time pupils leave Kirkby la Thorpe at the end of Y6, they will:</p> <ul style="list-style-type: none"> Pupils' global citizenship is broadened and they have a greater knowledge and understanding of the cultural values and traditions of France. Pupils are able to listen attentively to spoken language of French and show increasing understanding by joining in and responding. They are able to speak in sentences, using familiar vocabulary, phrases and basic language structures. Pupils develop increasingly accurate pronunciation and intonation, so that others understand what they are saying, when reading aloud or using familiar words and phrases. They are able to engage in conversations by asking and answering questions, expressing opinions and responding to the views of others, and seeking clarification and help. Pupils are able to carefully read French, showing an understanding of words, phrases and simple writing. Pupils are able to write French phrases from memory, and adapt these to create new sentences, to express ideas clearly. These include being able to describe people, places, things and actions, both orally and in writing. Pupils understand basic French grammar and recognise how these differ from or are similar to English.

Research links

OFSTED, Languages in outstanding primary schools, 4 May 2021, Micheal Wardle HMI (Subject lead for Languages)

Languages are an essential part of a broad, balanced curriculum. Not only do they provide an opportunity to communicate more effectively with others, they also help children to understand what it is to be a global citizen.

National curriculum in England: Languages programmes of study, 11 September 2013

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 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

Ofsted: Research and analysis - Research review series: French, Published 7 June 2021

The languages curriculum should also provide the foundation for learning further languages. It should enable pupils to study and work in other countries.

Languages and language learning at Key Stage 2 – a longitudinal study, 2010, (Cable, C., Driscoll, P., Mitchell, R., Sing, S., Cremin, T. et al)

Children taught throughout KS2 showed progression in their learning, but assessment of that learning required further development. Fun and enjoyment were key motivational factors. There was emphasis on vocabulary learned through topics (e.g. family, pets)

What motivates language learning in primary school and beyond, 2017, Lanvers, U.

Among primary school ages students (aged 7-11), intrinsic motivation is high: students appear to enjoy language learning for its own sake and not because they 'ought' to be learning a language