

Christ Church School, Hampstead
Curriculum statement: Modern Foreign Languages



The Governing Body of Christ Church Primary School, Hampstead adopted this statement for Modern Foreign Languages (MFL) in May 2015 and it should be read alongside our Teaching and Learning Policy and our published curriculum overview.

The contribution of Modern Foreign Languages to the primary curriculum

The learning of a foreign language provides a valuable educational, social and cultural experience for the pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the foreign language and English. Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement on knowledge, skills and understanding developed in other subjects. It is widely believed that early acquisition of a foreign language facilitates the learning of other foreign languages.

Aims and objectives of teaching Modern Foreign Languages

Through our teaching of MFL at Christ Church school, we aim to:

- deliver effectively a broad, balanced and relevant curriculum
- foster an interest in learning other languages;
- introduce young children to another language in a way that is enjoyable and fun;
- stimulate and encourage children's curiosity about language;
- encourage children to be aware that language has structure and that the structure differs from one language to another;
- help the children develop their awareness of cultural differences in other countries;
- develop their speaking and listening skills;
- lay the foundations for future study;
- extend language teaching beyond mother tongue learning.

Objectives – what we want to achieve

At Christ Church the children are taught how to:

- ask and answer questions;
- use correct pronunciation and grammar;
- memorise words;
- interpret meaning;
- understand basic grammar;
- use dictionaries;
- work in pairs and groups and communicate in French;
- look at life in another culture.

The curriculum

In KS1 we develop children's understanding and love of learning other languages by incorporating 'tasters' of other languages into the classroom routine and day, often using the rich language background of our pupils and their families.

Our MFL curriculum focuses on three clearly progressive core strands of teaching and learning, over the four years of Key Stage 2: oracy, literacy and intercultural understanding. In addition, two 'cross-cutting' strands are included: knowledge about language (KAL) and language learning strategies (LLS).

Oracy

Oracy (listening, speaking and spoken interaction) plays a key role in language learning. In the early stages children will spend much of their time listening, speaking and interacting orally and will be given regular and frequent opportunities to listen to a good model of pronunciation. Children listen to the

teacher, to songs and rhymes, to each other and to native speakers, to recorded and on-line speech and songs, recognising familiar and unfamiliar sounds. They reproduce these sounds themselves and create phrases and sentences. They engage in simple conversations to obtain and provide information and exchange opinions. They also reinforce and expand their knowledge of their own language or languages and other subject areas.

Literacy

The literacy skills of reading and writing are supported by, and in turn reinforce, the development of oracy. They are likely to take on greater prominence as children become familiar with the relationship between sounds and letters/characters in the new language and apply this knowledge in their reading and spelling. As they increase their understanding of the language, they gain increasing access to different forms of text - simple stories, poems, information texts, advertisements, letters, messages - in paper and electronic forms. Children will have opportunities to apply their skills and understanding to read, enjoy and make use of this widening range of texts. They should be able to write simple sentences and short texts for different purposes and audiences, often using a frame or model to help them structure meaning. Children use the skills of reading and writing to develop a basic knowledge of the writing system, the spelling and the structure of the language. In doing this, they reinforce and expand their knowledge and understanding of their own language/s.

Intercultural understanding (IU)

Language competence and intercultural understanding are an essential part of being a citizen. Children develop a greater understanding of their own lives in the context of exploring the lives of others. They learn to look at things from another's perspective, giving them insight into the people, culture and traditions of other cultures. Children become more aware of the similarities and differences between people, their daily lives, beliefs and values. Objectives in this strand can be integrated into language lessons as well as taught separately in non-language teaching time, through other subjects and through themed weeks (e.g. international day).

Knowledge about language (KAL)

When learning a new language, children reinforce and reinterpret knowledge and understanding gained in learning their first language(s). They develop insights into the nature of language and its social and cultural value. Building on their experience of interaction with and in the new language, they begin to increase their understanding of how language works. They compare the new language with English or another language and reflect on similarities and differences. They become aware of rules or patterns in language and begin to apply their knowledge when creating new language. Knowledge about language supports children in communicating effectively in speech and writing. It helps them to apply their prior knowledge, both to understand and to generate new language. It makes them aware of pronunciation and intonation and how these influence meaning. It helps them investigate how languages work and illustrates how users adapt language in formal and informal contexts.

Language learning strategies (LLS)

An important aim of language learning in Key Stage 2 is to familiarise children with strategies which they can apply to the learning of any language. By selecting and using different strategies, children develop awareness of how they learn and the ability to plan to use specific strategies for particular tasks. Strategies explored in language lessons can also be used for learning in other subjects.

The objectives show how children can progress over the course of four years. The strands are interconnected and support each other; they would rarely be taught in isolation. A typical series of lessons will include elements from three to five strands.

The school has chosen to adopt the Camden Scheme of Work for French, supported by resources from the *Early Start* programme.

The modern foreign language taught throughout Key Stage 2 is French. The chosen language in Key Stage 2 reflects one of the most commonly taught languages in Camden secondary schools, ensuring

smooth transition can take place. It also draws on the foreign language strengths and qualifications of staff at Christ Church, drawing on information gained from an audit of foreign language skills across all staff.

Teaching

French is taught by a specialist teacher, with additional consolidation work taught by the class teacher throughout the week. French is also taught through whole-day creative French workshops, taught by specialist facilitators, used to provide cover for planned teacher absences.

Review

This statement should be reviewed every three years to ensure it is a reflection of current best practice.

Revised by the school's MFL subject leader – January 2015