



The intent, implementation and impact statement for the delivery of the Modern Foreign Languages curriculum
Our Vision for Emmanuel



To create a welcoming Christian community where every child is viewed as a special person created and loved by God. Every member of our school community is valued for who they are and empowered to be the best they can be. We support every child to develop into lifelong learners who are resilient, socially skilled, and successful in all aspects of their lives.

'Start children off on the way they should go, and even when they are old they will not turn from it.' (Proverbs 22:6)

At Emmanuel, we provide an ambitious curriculum, challenging all children to aspire to be the 'best they can be'. All children learn in a highly inclusive environment which engages them to achieve great outcomes and reach their potential. We provide the children with a broad and balanced curriculum where the substantive and disciplinary knowledge the children need to acquire is coherently planned and sequenced allowing knowledge to be built on and embedded. Due to the careful sequencing of the curriculum, the children use their prior knowledge to allow them to learn new concepts. This curriculum design, supports all children to be courageous when faced with new challenges.

As Paul said in his letter to the Philippians 'I can do all things through him who strengthens me.' (Philippians 4:13 ESV)

Emmanuel's curriculum intent for Modern Foreign Languages (MFL)

Our intent aims to ensure that all pupils:

1. understand and respond to spoken and written language from a variety of authentic sources
2. speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
3. can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
4. discover and develop an appreciation of a range of writing in the language studied.

This reflects the disciplinary knowledge set out in the national curriculum (2013) for modern foreign languages.

For our intent to be reached all pupils will be able to:

1. Understand and respond to spoken and written language from a variety of authentic sources.
2. Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
3. Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
4. Discover and develop an appreciation of a range of writing in the language studied.

This reflects the substantive and disciplinary knowledge set out in the national curriculum (2013) for MFL.

Our intent is to ensure that all pupils gain success against the composites (end points/final outcomes) set out in the national curriculum to enable them to be secondary ready and flourish in their next step of their languages education.

The implementation of our Modern Foreign Languages Curriculum

Our Curriculum

Our curriculum has been designed to ensure that all pupils make progress towards achieving the desired end points set out in the national curriculum by the end of key stage 2. They will do this through acquiring the substantive and disciplinary knowledge which has been broken down into coherently sequenced component parts. When the pupils acquire the knowledge required to be successful against each component, this learning will then be built on sequentially to ensure that each small step leads to all pupils attaining the desired end point (composite). To ensure that learning is built on sequentially and progressively we have made the decision to focus on one language: French. Our French progression documents set out the sequence of learning.

The curriculum has been designed with the concept of memory in mind. Our curriculum is designed to ensure the children know and remember more by incorporating a 'spiralised' curriculum where concepts are revisited to facilitate learning being transferred into the long-term memory. Concepts are consistently revisited and regularly reviewed with retrieval practice (both daily and spaced) being central to our curriculum. Content and concepts are revisited and built upon throughout academic years and year groups.

The French curriculum is designed to broaden the child's understanding of French culture and develop a love of language.

- Emmanuel follows 'La Jolie Ronde' scheme of work, supplemented with additional activities and opportunities for revisiting when necessary
- The scheme is split in to four year group stages, with each year group currently working at the appropriate year based on what has been covered previously
- Each unit of work contains identified framework objectives taken from the strands: Oracy, Literacy, Intercultural Understanding

Substantive and disciplinary knowledge and vocabulary are introduced progressively and revisited regularly to help children know and remember more. The progression documents ensure the curriculum is fully covered and that children are appropriately challenged from year group to year group and purposeful links are made between areas of study to allow children to revisit and embed concepts.

Teaching

Our teachers focus on teaching simply, practicing thoroughly, feeding back constructively and embodying excellence. The teaching strategies employed across school are used to facilitate the pupils to know and remember more.

Languages Provision	
<u>Individual lessons</u>	<p>Our French lessons follow a structure of retrieval and review of prior knowledge leading to the teaching of new content through carefully sequenced precise small steps. Children are provided with the opportunity to practice what they have learnt and apply their knowledge to a different context.</p> <p>Individual French lessons:</p> <ul style="list-style-type: none"> • Each lesson contains a topic area and core vocabulary • Songs are linked in to the scheme at appropriate points • Lessons are divided into 4x15 minute sessions and 2 sessions are covered each week • Children are taught to listen attentively to spoken language and show understanding by joining in and responding • Opportunities are given for children to give their views and opinions on topics to develop their independent thinking • Children engage with songs, poems, rhymes and stories in French to help foster their love for the language • Dual coding is used to strengthen memory by introducing new vocabulary both verbally and visually

<u>Inclusive languages provision</u>	We have an ambitious languages curriculum which is highly inclusive and supports all children to gain success and reach their potential. All new learning is based on the substantive and disciplinary knowledge stated in the French progression document and due to the spirals nature of the curriculum where component parts are revisited, all new knowledge builds on prior knowledge in a coherent fashion allowing all children to access the curriculum.
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Assessment

The accurate assessment of children's knowledge of French is critical to ensure all children have the required factual background knowledge needed to access the next component identified in our progression documentation. We use assessment tools to accurately identify gaps in pupil knowledge to ensure that precise support is provided to enable all children to gain mastery over each concept.

Assessment for learning: assessing as we teach by observing and questioning to inform next steps needed for each pupil to make progress against the learning objective.

Assessment as learning: we use ongoing assessment strategies such as retrieval practice and generative learning activities to consolidate learning and help children deepen knowledge in the long term memory.

Assessment of learning: we carry out a pre-assessment of children's background knowledge to accurately plan a series of lessons taking into account the children's starting points. Teachers' also carry out summative assessments at the end of each unit to identify any gaps in the children's long-term memory. These assessments provide support in the precise identification of gaps in learning for which additional support is provided.

Desired Impact of our Languages curriculum

The desired impact of our Languages curriculum is that all pupils acquire the substantive and disciplinary knowledge set out in our French progression documents so children's learning is built on sequentially and coherently across the year groups. Through this careful scaffolding of learning, the children's knowledge will be built on to ensure they attain the end of Key Stage 2 composites set out in the national curriculum.