Curriculum Statement -MFL

Intent

The acquisition of language and vocabulary is fundamental to a child's development and a major component of one of WPS's **7Cs (Communication).** Therefore, learning different languages whether English or foreign is an integral part of the WPS curriculum. In addition, for some children, the language we consider foreign is in fact their mother tongue, while others are already speaking another language at home from the one we use at school, so it is the intent at WPS to celebrate all language learning and make the most of the many different languages the children come across while at our school.

The National Curriculum focuses on learning one language to a substantial level, and this is our primary focus, however, we also want to prepare our students for their transition to secondary school. We are a feeder primary school for Farlingaye High School, where Year 7 pupils may be put in a class learning either French or Spanish, so we ensure we prepare our students to meet both languages when they arrive in high school. We make the most of this challenge by helping the children to notice and compare the similarities and differences between both languages and English, whilst taking them back through history to the roots of all three languages to help them understand and remember vocabulary and grammar long-term.

Whilst we recognise that memorising vocabulary/grammar and phonics is fundamental to being able to communicate in a new language, we understand that different children will remember different aspects of their language learning and no child will remember everything. Therefore, it is our intent, at this level, to foster their curiosity and enjoyment of language learning and to build up their generic skills, so they leave Woodbridge Primary confident to tackle whatever language they meet later on, regardless of which secondary school they attend.

Implementation

Language learning works best when it is taught at the earliest possible age so, even in EYFS, the children are introduced to songs in French. This helps the children see it as a normal part of their school life. From Year 1 upwards, they are introduced to Spanish (Y1 topic on Mexico) and French (Y2). Language learning starts more formally in Year 3 where they learn to read and write simple words and phrases in both French (Autumn and Summer) and Spanish (Spring as part of their topic about Spain).

Children here are taught a combination of both French and Spanish, helping with preparation for their transition to high school.

Language Angels is used as the basic scheme of work, supplemented by in-house resources. We make use of the 2005 KS2 Framework for languages for specific objectives for each year group. This

divides language learning into four strands: listening, speaking, reading and writing and progress is made through developing each of these strands; in Year 1 they may only concentrate on listening and speaking, but, by the time they reach Year 6, we aim for them to be proficient in all the strands.

Language learning can moreover be divided into the building blocks of vocabulary, grammar and phonics. These are taught concurrently through different topics relevant to the children. We start with being able to greet another person in the language and progress through talking about ourselves to further topics as outlined in the curriculum overview. The languages are taught through songs, chants, pictures, and videos, with specific lessons on phonics and grammar and constant repetition and revision.

Classroom teaching is supplemented by other opportunities for learning as they arise.

- ★ We have strong links with the MFL department at Farlingaye High School and welcome a group of students every year to teach a lesson of German/Spanish to our Year 4 and Year 5 students. It's a fun afternoon with both primary and high school pupils enjoying and benefiting from the experience of learning with each other.

Our teaching is adapted to give <u>all</u> children the building blocks to succeed at their level and the more able are challenged to take initiative in their learning by using dictionaries or referring back to previous learning in their books. Each child records their learning in an exercise book that they take through KS2 with them and which becomes their own "knowledge organiser".

<u>Impact:</u>

- ★ The children are well prepared for their transition to Farlingaye and are well supported regardless of the language they are assigned when they join the high school.

- ★ The assessment data shows that children are inspired to learn and most reach a good level of understanding by the time they leave our school.