

## Intent, Implementation and Impact of MFL at Hatch Ride

At Hatch Ride, we want to make the most of young children's natural curiosity and openness to learning by giving them experience of learning a modern foreign language in Years 3-6. We believe that the learning of a foreign language provides pupils with a valuable educational, social and cultural experience and the tools to communicate with other people throughout the world. Through the teaching of French, we aim for our pupils to develop their self-confidence, a love of language, a deeper understanding of the world we live in and we aim to lay the foundations for further foreign language teaching in key stage 3 and beyond.

### INTENT

- To use the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious French curriculum that will inspire and excite our pupils through wide variety of topics and themes.
- All pupils will be expected to achieve their full potential by encouraging high expectations in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.
- All content of Language Angels will be reviewed annually by the MFL lead, creating a dynamic programme of study that will be clearly outlined in long-term planning. This will ensure that the foreign language knowledge of our pupils progresses appropriately within each academic year.
- The four key language learning skills; listening, speaking, reading and writing will be taught in Years 3-6 as well as all necessary grammar will be covered in an age-appropriate way. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas.
- Pupils' MFL books will serve as a bank of reference materials to help them with their spoken and written tasks going forward. This will help pupils recall and build on previous knowledge throughout their primary school language learning journey.
- Pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating.
- Pupils will develop a deeper understanding of another culture and the world around them with a better awareness of self, others and cultural differences.
- Pupils will be working towards becoming life-long language learners.

### IMPLEMENTATION

#### Curriculum

- KS2 classes will have access to a high-quality French curriculum using the Language Angels scheme of work and resources. Teachers will progressively develop pupil's skills in French through regularly taught and well-planned lessons.
- Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes.
- Children will have ample opportunities to speak, listen to, read and write the French language with and without scaffolds, frames and varying levels of support.
- Some units will be linked to class topics and cross curricular themes.
- Pupils will build on previous knowledge gradually as their French lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: listening, speaking, reading and writing.

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- The school will have a unit planner in place which will serve as an overall long-term 'teaching map' outlining what each year group will be taught and when. This will ensure substantial progress and learning is achieved.
- Each teaching unit is divided into 6 fully planned lessons and will have clearly defined objectives and aims.
- Each lesson will incorporate interactive whiteboard materials to include ample speaking and listening tasks within a lesson.
- Activities contain progressively more text (both in English French) and lessons will have more content as the children become more confident.

### Assessment and Monitoring

- Pupil learning and progression in speaking, listening, reading and writing will be assessed at regular intervals over the year by class teachers.
- The planning of different levels of challenge and which units to teach at each stage of the academic year will be reviewed in detail annually by the MFL lead as units are updated and added to the scheme. Lessons offering appropriate levels of challenge and stretch will be taught at all times to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for the language they are learning.

### Differentiation, Support and Challenge

- Early Language units are entry level units and are most appropriate for Year 3 pupils or pupils with little or no previous foreign language learning. Intermediate units increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts). Intermediate units are suitable for Year 4-5 pupils or pupils with embedded basic knowledge of French. Progressive and Creative Curriculum units are the most challenging units and are suitable for Year 6 pupils or pupils with a good understanding of the basics of French. Grouping units into these Teaching Type categories ensures that the language taught is appropriate to the level of the class and introduced when pupils are ready.
- Lessons will incorporate challenge sections and desk-based activities that will be offered will three levels of stretch and differentiation.
- Reading and writing activities will be offered in all units. Some extended reading and writing activities are provided so that native speakers can also be catered for.
- As well as each subsequent lesson within a unit being progressive, units increase in level of challenge and linguistic and grammatical complexity as pupils move from Early Learning units through Intermediate units and into the most challenging Progressive units.

## IMPACT

### What will this look like at Hatch Ride?

- Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase.
- Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate. By the time pupils reach Progressive units they will be exposed to much longer text and will be encouraged to formulate their own, more personalised responses based on a much wider bank of vocabulary, linguistic structures and grammatical knowledge.
- By Year 6, pupils will be able to create longer pieces of spoken and written language and are encouraged to use a variety of conjunctions, adverbs, adjectives, opinions and justifications.
- Teachers will have a clear overview of what pupils working towards and if they are meeting these criteria.
- Teachers will use the long-term planning documents provided to ensure the correct units are being taught at each stage of the school year.
- Teachers will use the Language Angels 'skills unit assessment' at the end of a unit as a way of assessing where each pupil is in their French learning journey.

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- Short-term planning is also provided in the form of unit overviews (covering the learning targets for each 6-week unit) and individual lesson plans laying out the learning aims and intentions of each individual lesson within a unit. These planning documents ensure that teachers know what to teach and how to teach it in each lesson, across whole units and across each scholastic term.
- Pupils will be aware of their own learning goals and progression as each unit offers a pupil friendly overview so that all pupils can review their own learning at the start and at the end of each unit.
- Pupils will keep each unit's core vocabulary sheets in their MFL books as a record of what they have learnt from unit to unit and from year to year.
- Pupils will be given the opportunity to practise the language in the context of other subjects, e.g. PE and Maths.
- Pupils will talk enthusiastically about French lessons, finding them enjoyable and stimulating.
- Teachers share enthusiasm for the teaching and learning of MFL