Modern Foreign Languages Curriculum

At Eastwood Village Primary School, all pupils learn the language of Italian, which originates from Latin. In line with the school's philosophy around global citizenship, language learning will broaden their horizons, encourage them to step beyond cultural boundaries and develop new way of seeing the world. To support early language development, the school follows a programme designed by a language specialist which begins in EYFS up to Year 6. The school also follows some of the 'Language Angels programme and guidance to support children's learning in school and at home.

The approach is based around three principles:

1. The principle of the narrative form. **2. The principle of good communication.** **3. The principle of bilingualism.**

INTENT

Alignment to National Curriculum

The school's curriculum exceeds the National Curriculum programme of study. During lessons, the pupils learn Italian through speaking and listening. In Year 5 and 6, the pupils continue to develop speaking and listening skills and also learn to read and write in the target language.

End Points

By the time that the pupils leave the school, they will be confident speaking, listening, reading and writing in Italian at a basic level. Due to the immersive approach, they will have developed an excellent Italian accent, as a result of an Italian specialist teaching the lessons. The children will be able to process whole sentences as well as an awareness of many Italian words. The pupils will be well prepared for language study at key stages 3 &4.

Sequencing

The curriculum has been carefully sequenced to provide progression through Y3, 4, 5 and 6. Listening is the first skill that humans develop so this comes first and speaking is introduced pre-key stage 2. In year 5 and 6, the curriculum includes reading and writing, which have a symbiotic relationship.

Addressing Social Disadvantage

Learning a language can add 10-15% to a person's salary therefore this is particularly important for our disadvantaged pupils. The curriculum is designed to ensure that all pupils keep up with the pace of the programme. Due to the psycholinguistic approach to learning a language, all pupils have the potential to be successful.

Local Context

Rotherham is one of the most culturally diverse cities in England with over 120 languages spoken. Within our school, there are a similar number of bilingual pupils and pupils with English as an additional language. For some lower attaining pupils, language development in English is a key focus and the study of Italian will support their awareness of etymology.

IMPLEMENTATION

Pedagogical Approaches

The role of the language specialist teacher is to deliver high quality lessons. The approach to the lessons are focused on a specific topic in which children will be exposed to linked vocabulary and learn how to sequence these words to be able to communicate effectively in the targeted language. The pupils acquire the language through the context of the stories and songs, which are repeated numerous times.

Teachers' Expert Knowledge

The language specialist teacher is fully trained in the approach through practical training as well as study of the theory. The school believes that it is essential that pupils are taught by a specialist because of the importance of accurate pronunciation at the early stage of language development.

Promoting Discussion and Understanding

Learning the skills of one language means that it is easier to learn another. The priority in the early stage is for the pupils to be fully immersed to learn the language naturally. Discussion in the target language is encouraged. In Years 5 and 6, there is more opportunity to discuss sentence structure and grammar.

Knowing More and Remembering More

The programme is designed to promote repetition of the narrative form during each session. Through the stories and songs, the vocabulary and language structures are transferred into long-term memory. Later, where pupils are learning key vocabulary and verb forms, memorisation techniques are introduced.

Teacher Assessment

Formative assessment is the key focus. During the early stages, the language specialist teacher monitors the pupils' engagement in the lesson. There can be a reluctance to join in for some pupils so confidence is promoted. Where the teacher notices that a pupil is either not keeping up or appears to lack confidence, they will provide appropriate intervention. At the end of the year the specialist teacher will assess each class

IMPACT

Approach to Assessment

The approach to assessment is less formal than in other subject disciplines. The priority at the early stage is for pupils to fully participate in the magic lesson so this is monitored. Over time, the teacher is able to monitor the pupils' pronunciation and responses to what they hear. In Years 5 and 6, there are more formal opportunities for assessment.

Performance Data

There is no published data for MFL at primary school. The school tracks foundation subjects very broadly to ensure that pupils are working within the curriculum expectations for their year group. This is reported to parents within the end of year report.

Pupils' Work

During the early stages of language development, the focus is on listening and speaking therefore there are limited opportunities for recording. In Years 5 and 6, the pupils record their work both in terms of structured opportunities for writing and written responses to reading tasks. A portfolio of evidence is collated during the school year for all classes in KS2.

Talking to Pupils

The language specialist teacher assesses the pupils' spoken language by talking to them and monitoring their responses during the lessons. Conversation in the target language is encouraged. The MFL curriculum leader talks to pupils in all year groups as part of the monitoring cycle to gauge their attitudes to language learning.

Links / References

https://www.languageangels.com/schools/

on the content coverage of the programme, this allows gaps to be filled the following year.