



### Intent

At Cavendish Community Primary School the Modern Foreign Languages curriculum is carefully mapped out so that all pupils can understand and respond to spoken and written language. Children at Cavendish will be able to speak with increased confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions whilst continually improving the accuracy of their pronunciation and intonation.

### Aims linked to Values/Rights

As a Rights Respecting school we understand that language is a tool through which we understand who we are individually and collectively as a community, as a nation, as a cultural society and as a human race. We want pupils to be active in their communities, open to new experiences, and live happy and productive lives and live in a 'rights respecting' way.



Our MFL curriculum is linked, when relevant, to the golden values of the school.

These are:

- Equality
- Positivity
- Courage
- Respect
- Responsibility
- Kindness

The learning of a language provides a valuable educational, social and cultural experience for our pupils, including those with special educational needs and/or disabilities. Learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others.

## **Inclusion**

All children, regardless of background or any additional needs, have the right to a good quality education. Through differentiation and additional support, all children can enjoy learning a language, develop communication skills, discover more about the world and its diversity, and celebrate and appreciate cultural and linguistic differences. These skills can then be linked to and developed in other curriculum areas. At Cavendish we use a range of adaptive teaching strategies to ensure all children, regardless of barriers, are able to access Spanish. These include:

- Using visuals & concrete resources to support explanation
- Teaching subject specific vocabulary & ensuring this is repeated & embedded
- Using collaborative groups so peers can support each other
- Using scaffolds or alternate means of recording, when appropriate, to support writing.
- For some children, further adaptation may be necessary & teachers will look at & teachers will look in depth at fewer objectives with adult support over a longer period of time.

## **Implementation of Curriculum**

Our school follows the Primary Languages Network scheme of work (Click2Teach/Video2Teach). It is a live scheme which is continually updated and revised in order to meet with current curriculum standards. It holds at its core the Intent, Implementation and Impact of MFL whilst maintaining a 'primary' focus. Alongside the planning provided, the scheme is supported by accompanying videos, PowerPoints, audio files (spoken by native speakers), links to authentic literature, songs, games, cultural points of reference, seasonal events and cross-curricular links.

The children in KS2 build up their knowledge and skills by working through the language learning stages from Stage 1 in Year 3 to Stage 4 in Year 6. The scheme of work is progressive, with the foundations being laid in Stages 1 and 2, ready for further development and challenge in Stages 3 and 4.

## **Key Stage Two**

Within Key Stage 2, the units cover the National Curriculum statutory requirements for Spanish. To promote an active learning of languages a range of teaching methods are implemented to ensure that the children are developing their linguistic skills through listening, speaking, reading and writing in order to be secondary ready. Activities can consist of actions, rhymes, stories, song,

drama, grammar focus, video clips, air writing, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills. Written work is kept in workbooks, although formal writing is not the outcome of every lesson. The skill of writing is developed through use of whiteboards and air writing leading to writing in books.

### **Curriculum map**

[https://www.cavendish.manchester.sch.uk/serve\\_file/24633550](https://www.cavendish.manchester.sch.uk/serve_file/24633550)

### **Impact**

Our curriculum is planned to demonstrate progression both in core skills and language learning skills. Assessment for learning takes place during lessons in order to evaluate and provide immediate feedback to improve further. Errors are corrected by being 're-framed' and growth mindset is encouragement for all to 'have a go' and learn from any mistakes. There are inbuilt opportunities to carry out summative assessment (Puzzle It Out) three times during the year in listening, speaking, reading or writing in order to track progress. The aim is for a core body of language (words and phrases) to be 'left in the sieve' (as quoted by Dr Michael Wardle, HMI Lead for Languages) by the end of each stage. Through the use of Puzzle It Out assessments, progress can be monitored, and show the impact of language learning. The outcomes of these assessments allow staff to identify any of the core skills which still need developing and any areas of content which need further reinforcement.