

Castlecroft MFL Curriculum Statement

We are committed to offering a MFL curriculum, which is broad and balanced to ensure every child not only has access to a range of educational experiences but also reaches their full potential whatever their starting points or circumstance. We want our developing linguists to become successful language learners. We want pupils:

- to learn language content (knowledge of vocabulary);
- to develop their understanding of how languages work (linguistic/ grammar knowledge);
- to develop their comprehension skills (Listening & Reading skills) and communication skills (Speaking & Writing skills);
- to challenge themselves linguistically, "take risks" ("have a go") in a safe and supportive environment;
- to develop their understanding of the building blocks (phonology, morphology, semantics & syntax) of second language learning, which will in turn increase their linguistic knowledge of English; and
- to learn about other cultures and ways of life, so pupils can develop and increase their awareness of themselves and others in the world.

The MFL curriculum links with our wider aims, providing pupils with opportunities to reach their potential, have ambition and aspiration and make a valuable contribution to society.

Our curriculum incorporates the statutory requirements of the National Curriculum and meets expectations of equality and inclusion policies whilst developing our learners within the ethos and ambition of our school.

In MFL we will implement this by:

- Providing a curriculum for all which is coherently planned and sequenced towards cumulatively sufficient knowledge (see knowledge and skills progression) building upon CLL skills (Communication, Language & Literacy skills) learned from EYFS onwards.
- Teaching MFL as a specialist subject in KS1 & KS2. The lessons are 30-45 minutes long and taught once per week.
- Each Year Group having its own MFL Programmes of Study.
- Each Year Group having its own Curriculum (with new learning each year, along with consolidation and embedding of previous learning).
- Enabling pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Ensuring equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.

The impact of the MFL curriculum is seen through our formative and summative assessment practices:

- Curriculum objectives (ie. Key Learning Guides) are shared with the pupils at the start of each unit and their achievement of these is recorded, supporting the teacher's planning and direction of support to those who need it
- Summative judgements (termly) which are reviewed by subject leaders
- Finally, an assessment report of pupil progress in MFL is delivered to the Leadership Team annually.

Ultimately, we aim for our pupils to be at least ready for transition to secondary school and continue their journey as a keen and competent language learners.

The aim is that pupils will be ready to continue learning German and French at secondary school and be "**KS3 ready**" by the time they finish Y6. They will also have acquired good language learning skills to start learning new languages. We expect pupils will be able to understand (Listening & Reading) and communicate (Speaking & Writing) 2-4 sentences/exchanges in German and French.

By becoming **L2** (second language) learners our pupils will have opportunities to reach their given potential, have ambition and aspiration and be able to make a valuable contribution to society.