



MODERN FOREIGN LANGUAGES Intent, Implementation and Impact
Newton Bluecoat C. of E. Primary School

<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
<p>At Newton Bluecoat C.E. Primary school we want all our pupils to –</p> <ul style="list-style-type: none"> • To build a MFL curriculum which develops learning and results in the acquisition of knowledge and skills which enables children access to wider curriculum and prepare children to be a global citizen now • Develop resilience in language learning, as well as an enjoyment of it through a progressive scheme of work focussing on all four skills of speaking, listening, reading and writing • Foster an understanding of the relevance of and the benefit of learning another language in today's world • Acquire language learning strategies for the memorisation and retrieval of the new language learnt 	<p>From September 2019, the MFL curriculum will be based on the French scheme of work devised and developed by Rachel Hawkes. The decision to implement this new scheme of work, in line with the National Curriculum, has been based upon it being a more progressive scheme of work than the one previously in place, starting from a firm basis in phonics.</p> <p>The teaching of the key sounds of the language and embedding them in the learner's long term memory, will lead to the learner being able to pronounce unfamiliar language without applying English patterns of pronunciation. It will also make for more autonomous learners who are confident speaking and reading out loud in the foreign language and a learner who is</p>	<p>Through the teaching of French at Newton Bluecoat Primary, the children will have made good progress in all the four skills of speaking, listening, reading and writing, by the end of Key Stage 2, in readiness for their transition into Key Stage 3.</p> <p>They will be encouraged to understand the relevance of what they are learning in French, how it relates to the wider world and their place in it, as well as to their own language.</p> <p>Teachers will aim to foster an enjoyment of languages through a variety of interactive lessons so that children will automatically want to carry on learning languages in Key Stage 3.</p> <p>The MFL co-ordinator will continually monitor the impact MFL teaching is having on the children's learning. They will also ensure that the knowledge taught</p>



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<ul style="list-style-type: none"> • Develop the skill of how to use a bi-lingual dictionary to decode unfamiliar language • Be able to manipulate language to speak and write sentences creatively, using knowledge of grammar and key structures • Have a good grasp of the key sounds of the French language and their corresponding graphemes and be able to apply this knowledge when speaking, listening and reading aloud • Develop a deeper understanding of the cultural differences and similarities between their own country and the countries where the language is spoken • Demonstrate progress in learning French and work towards or meet the targets of the Key Stage 2 Programme of Study for Languages • Demonstrate a readiness for language learning in Key Stage 3 <p style="color: red;">At Newton Bluecoat, we follow the Rachel Hawkes Scheme of work for</p>	<p>able to make links between words and apply patterns. In MFL, skills in speaking, reading and writing French are developed through a multi-sensory approach, including rhymes, songs, stories and lots of repetition.</p> <p>In Lower Key Stage 2, the teaching of French will be undertaken by a native specialist teacher. In Upper Key Stage 2, the teaching of French will be undertaken by a native specialist teacher. As well as helping to deliver the increased complexities of the curriculum in upper Key Stage 2, she will also work on being able to increase the children’s cultural awareness, from her native speaker perspective.</p> <p>A lunchtime French club will also be open to KS1 children.</p> <p>During the course of each term, the implementation and teaching of the new scheme of work for French will be monitored by the MFL co-ordinator and necessary changes made to it, so that it</p>	<p>is retained by the children and continually revisited and that the learners are able to apply the skills they have been taught to a variety of settings, showing independence in their learning.</p>
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<p>French (www.rachelhawkes.com) but adapt it to our curriculum and the needs of the children.</p>	<p>becomes more suited to the needs of the children in our school and will also be evaluated to make sure it is up to date with any relevant changes. This will be done through lesson observations, book trawls and pupil conferencing. Most children, aside from some SEN children should be able to access year group expectations. Assessment will take place termly, or at the end of each topic. This will be a combination of summative and formative assessment, based on what has been taught. Wherever possible the teachers involved in the delivery of French will be invited to attend CPD / training courses to further extend their skills. The teaching of French in Key Stage One, will mainly be taught through general classroom routines.</p>	
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