



Wider Curriculum at All Souls' CEP

MFL Vision

At All Souls', our vision is to develop pupils' perceptions of the immense value of learning a second language. Our goal is for our children to broaden their horizons, to discover more about other peoples and cultures and, importantly, to increase their linguistic ability. We will strive to improve learners' understanding and production of a second language, through a steady development in understanding phonics, vocabulary and grammar — and the relationship between these. With a strong fundamental grasp of key concepts, children should be both keen and able to make the transition to Key Stage Three.

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart." Nelson Mandela

Key Principles

- Teacher and children view the MFL (French) curriculum as sequential: pupils build knowledge of key concepts.
- Language is embedded, and used regularly wherever possible.
- Enthusiasm and high expectations for language learning is modelled by teachers and adults, but also respecting that language development will include making mistakes.
- Clear explanations that offer a 'build on build' to the introduction of new content,
- Key concepts are revisited, to enable children to feel confident and successful, and to develop persistence and enthusiasm.
- Teacher's develop expertise in this area through regular access to continuing professional development, and access to specialist teachers/subject leads/Academy.
- ◆ High quality assessment that:
 - ⇒ Supports enthusiasm and confidence
 - ⇒ Is embedded, with high expectations
 - ⇒ Offers self assessment where children can describe their progress
 - ⇒ Tracks progress across year groups

Impact Criteria

- ◆ Formative and summative assessment show progression in learning.
- ◆ Long term plans show progression in subject knowledge year on year.
- ◆ Children show increasingly positive attitudes towards MFL (French).
- ◆ Planning, children's work and observations show progression - and positive, constructive feedback.
- ◆ Teachers show increased confidence in subject knowledge.
- ◆ Best practice is shared within school and hubs/Academy.
- ◆ Pupil voice shows positive attitudes towards language learning.