



MFL Curriculum Intent

The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read literature in the original language. Language teaching should provide the foundation for learning further languages, equipping children to study and work in other countries.

By the end of Upper Key Stage 2, children should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing Languages – key stage 2 3
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Although languages are not statutory in Key Stage 1, children explore languages throughout the year to encourage them to enjoy learning about language. This includes learning the language associated with their class, performing the nativity in different languages, learning the language of cultures during festivals and special dates and speaking languages of some of our geographical neighbours.

At Ardley Hill children are taught languages in a variety of ways. By introducing a range of languages in Key Stage 1, children learn to appreciate and tolerate difference. As language is mostly oral at this age, learning is fun and engaging and encompasses the community we serve by embracing the languages spoken by the children in school. Through Key Stage 2, children are encouraged to develop their understanding and proficiency, firstly verbally, learning pronunciation and grammatical structures, before building on this by recognising written languages and writing in other languages by the end of year 6. Throughout Upper Key Stage 2, language lessons become more structured with weekly lessons timetabled in order to allow children to develop competence.

At the end of Key Stage 2, children are given the opportunity to visit France on a five day residential trip to apply the language skills they have learned and immerse themselves in a different language and culture.



It is intended that when children leave Ardley Hill Academy, they will have a natural curiosity and confidence to explore other languages and cultures, accepting that, in a multi-lingual society it is a valuable skill to be able to communicate effectively with others in another language. They will be engaged and prepared to continue language learning at secondary school.