

Key Stage 2 Curriculum Overview – MFL

Curriculum Intent

The learning of a foreign language can provide a valuable educational, social and cultural experience for pupils – providing them with:

Opportunities to communicate for practical purposes in the wider world.

A foundation for further learning of languages beyond KS2, equipping pupils to study and work in other countries.

An essential opening to other cultures and a widening of experiences and aspiration.

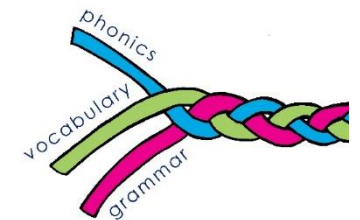
A new perspective on the world, encouraging them to understand their own cultures and those of others.

We teach our children French / German to generate a fascination for words and how language works, a wider curiosity about the peoples and cultures of French / German speaking countries and the foundational knowledge to support confident communication in French / German.

Essential Knowledge

We teach three core strands of essential knowledge:

1. **Phonics** – the key components of the sound-writing relationship
2. **Vocabulary** – a set of the most frequently used words
3. **Grammar** – the essential building blocks required to create simple sentences independently (including gender of nouns, singular and plural forms, adjectives (place and agreement), and the conjugation of key verbs)



Our French / German curriculum is designed to enable our children to:

Develop linguistic and communicative competence

Extend their knowledge of how language works

Explore similarities and differences between French / German, any heritage languages our children have, and English

The teaching of a foreign language to every child in KS2 is a statutory requirement, as set out in the National Curriculum (NC) Programmes of Study (PoS) (2014).

In line with the NC Programme of Study, our children learn to:

Listen and show understanding by joining in and responding

Link the sound, spelling and meaning of words

Read aloud with accurate pronunciation

Read and show understanding of phrases and simple texts

Speak in sentences

Describe people, places, things in *speech* and *writing*

Ask and answer questions

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<p>Express opinions Write phrases from memory Adapt phrases to create new sentences Use a dictionary</p> <p><u>Our children also learn key cultural and country-specific knowledge. For example, by the end of KS2, our children:</u> can name and locate countries where French / German is spoken on a map know the key geographical features of France / Germany including continent, surrounding seas and oceans, main mountains and rivers, capital city know the name and some detail about at least one festival or tradition from France / Germany know at least one typical food from France / Germany</p>		
Term	Year 5	Year 6
Autumn term 1	<p>Title of unit: Describing me and others</p> <ul style="list-style-type: none"> ➤ Essential verb: to be, being (with singular pronouns) ➤ Adjective agreement ➤ Asking questions <p>By the end of the unit, students will have learned: <u>Phonics:</u> Sound out words with the following SSC (sound-symbol correspondences): German: long & short forms of [a] [e] [i] [o] [u]; [ei] & [ie] French: Vowels [a] [e] [i] [o] [u], Silent final consonants [SFC] – t, s, d, [an/en], [eu] <u>Vocabulary:</u> Greetings, personal pronouns Question words Nouns for people Adjectives to describe things Colours Nouns for possessions <u>Grammar:</u> Talking about being (singular pronouns) Use the verb <i>to be</i> in the singular Definite and indefinite articles Capitalisation of nouns (German) Use regular singular masculine and feminine adjectives</p>	<p>Title of unit: Describing me and others: back to school, teachers, dates, birthdays. Interacting with people in a variety of contexts (e.g. Online-Exchange, birthday party, events, quiz)</p> <ul style="list-style-type: none"> ➤ Essential verb: to be, being (with plural pronouns) ➤ Adjective agreement for m/f plural (as complement to verb) ➤ Asking questions <p>By the end of the unit, students will have learned: <u>Phonics:</u> Sound out words with the following SSC (sound-symbol correspondences): German: long & short forms of [a] [e] [i] [o] [u]; [ei] & [ie] French: Silent final consonants [SFC] – t, s, d, x, Liaison (t), (s), [a] vs [an/en/am/em], [i] vs [(a)in/im], [u] vs [ou], [on/om], closed [eu] vs open [eu] <u>Vocabulary</u> Simple greetings Verb <i>to be</i> Range of adjectives Numbers 16-31 Time adverbs Describing locations Nouns for people Nouns and verbs for activities Nouns for objects <u>Grammar</u> Talking about being (singular and plural pronouns) Essential verb: to be, being</p>

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		Adjective agreement for m/f plural (as complement to verb) W-word questions
Evidence of learning	Respond confidently to greetings and register Match target language sounds to print Sound out new words with target Sound Symbol Correspondence (=SSC) Listen and join in with simple songs and rhymes Listen and read simple sentences and show understanding Say short sentences to describe people Ask and answer simple yes/no questions about being Use adjectives	Transcribe and sound out new words with target SSC Listen and read sentences and show understanding Say short sentences to describe people Ask and answer simple yes/no questions about being Write from memory, adapt and describe people Use regular singular and plural m/f adjectives Use time adverbs
Links to prior learning	Understanding what it means to know a word from recognition, to pronouncing, spelling and using the word in a sentence.	Listen and read simple sentences and show understanding Match target SSC sounds to print Sound out new words with target SSC Say short sentences to say what I and others like and like doing Ask and answer simple questions Write from memory Use plural m/f nouns with definite articles
Links to future learning	Asking questions Using a range of adjectives Understanding grammatical gender Recognising verbs Sounding out new words Using verbs to be and to have	Listen and read sentences and show understanding Match target SSC sounds to print Sound out new words with target SSC Ese singular and plural m/f nouns Indefinite and definite articles Using time adverbs
Autumn term 2	Title of unit: Saying what I and others have: at home and with friends Talking about having <ul style="list-style-type: none"> ➤ Essential verb: to have, having (singular pronouns) ➤ Indefinite articles ➤ Singular articles ➤ Grammatical gender Talking about identifying <ul style="list-style-type: none"> ➤ Asking questions By the end of the unit, students will have learned: <u>Phonics:</u> Sound out words with the following SSC (sound-symbol correspondences):	Title of unit: Saying what I and others have: in school, comparing schools and homes, physical description Talking about having <ul style="list-style-type: none"> ➤ Essential verb: to have, having (plural pronouns) ➤ Pre- and postnominal adjectives Interactions: describing town/village, comparing, physical description (celebrities) Interacting with people in a variety of contexts (e.g. in different countries, in school, with young children and friends) By the end of the unit, students will have learned: <u>Phonics</u> German: [ei] & [ie]; [w] [z]; soft & hard [ch]

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	<p>German: long & short forms of [a] [e] [i] [o] [u]; [ei] & [ie]; [w] [z]; soft & hard [ch]</p> <p>French: [a] [o] [e] [i] [u], Silent Final Consonant [SFC] -t, -s, -d, Silent Final E [SFe], [an/en], [eu], [ch], au/eau/o/ô], [on] [ou]</p> <p><u>Vocabulary:</u> greetings, personal pronouns, question words, nouns for people, adjectives to describe things, colours, nouns for possessions</p> <p><u>Grammar:</u> Talking about having (singular pronouns) use the verb <i>to be</i> in the singular, definite and indefinite articles, possessive adjective (singular), negation, capitalisation of nouns (German)</p>	<p>French: SFe, [(e)au/o], Liaison, SSC [ch]</p> <p><u>Vocabulary</u> Verb avoir Range of singular and plural m/f nouns Places in town Items at home Place prepositions</p> <p><u>Grammar</u> Talking about having (plural pronouns) Essential verb: to have, having Pre- and postnominal adjectives</p>
<p>Evidence of learning</p>	<p>Listen to and read simple sentences and show understanding Match target SSC sounds to print Sound out new words with target SSC Say short sentences to say what I and others have Ask and answer simple questions to identify things and say what I and others have Write from memory and adapt written texts to suit my own needs Use singular nouns with indefinite articles</p>	<p>Listen and read sentences and show understanding Match target SSC sounds to print Sound out new words with target SSC Say short sentences to say what I and others have Write memory and adapt Use singular and plural m/f nouns with indefinite and definite articles Use prepositions of place</p>
<p>Links to prior learning</p>	<p>Building short sentences Asking questions Understanding of grammatical gender Using adjectives Recognising verbs Sounding out new words</p>	<p>Transcribe and sound out new words with target SSC Listen and read sentences and show understanding Say short sentences to describe people Ask and answer simple yes/no questions about being Write from memory and adapt Use regular singular and plural m/f adjectives Use time adverbs Use definite and indefinite articles</p>
<p>Links to future learning</p>	<p>Definite and indefinite articles Range of singular nouns Using verbs to be and to have</p>	<p>Transcribe and sound out new words with target SSC Listen and read sentences and show understanding Say short sentences to say what people do (plural persons) Ask and answer longer yes/no questions about doing Write from memory, adapt and describe actions Use plural –ER verb forms in questions, in affirmative and negative statements</p>

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<p>Spring term 1</p>	<p>Title of unit: Saying what I and others do in class and at home</p> <p>Talking about doing</p> <ul style="list-style-type: none"> ➤ Infinitives and regular verbs ➤ Definite articles <p>Talking about possession</p> <ul style="list-style-type: none"> ➤ Possessive adjectives <p>By the end of the unit, students will have learned:</p> <p><u>Phonics:</u> Sound out words with the following SSC (sound-symbol correspondences):</p> <p>German: [ä] [ö] [ü] [au] [eu äu]</p> <p>French: [é] [er], [ez] & et (and), [eu], [è] [ê]</p> <p><u>Vocabulary:</u></p> <p>nouns for people and objects, verbs and nouns for activities, numbers 1-12</p> <p><u>Grammar:</u></p> <p>Negation, feminine person nouns, the verb 'to have' (singular), definite and indefinite articles</p>	<p>Title of unit: Saying what I and others do</p> <p>Talking about doing (we, you (all), they)</p> <ul style="list-style-type: none"> ➤ regular ER verbs (plural) ➤ plural nouns ➤ questions ➤ negation ➤ festivals in France / Germany <p>Exploring places, people and ideas</p> <p>By the end of the unit, students will have learned:</p> <p><u>Phonics:</u> Sound out words with the following SSC (sound-symbol correspondences):</p> <p>German: [ä] vs. [a], [ö] vs. [o], [ü] vs. [u], [au] & [eu], [äu] vs. [au] & [eu]</p> <p>French: [é] [er] [ez] [è] [ê] [oi]</p> <p><u>Vocabulary:</u></p> <p>describing locations/destinations (e.g. north, south, east, west)</p> <p>verbs and nouns for activities</p> <p>describing school, places around town</p> <p>describing locations/destinations (e.g. north, south, east, west)</p> <p><u>Grammar:</u></p> <p>regular verbs (plural), plural nouns, questions, negation</p>
<p>Evidence of learning</p>	<p>Match target SSC sounds to print</p> <p>Sound out new words with target SSC</p> <p>Listen to and read simple sentences and show understanding</p> <p>Say short sentences to describe actions</p> <p>Ask and answer simple yes/no questions about doing</p> <p>Use singular nouns with definite articles and possessive adjectives</p> <p>Use adjectives</p> <p>Range of regular verbs, nouns, adjectives and adverbs</p> <p>Naming family members</p>	<p>transcribe and sound out new words with target SSC</p> <p>Listen and read sentences and show understanding</p> <p>Say short sentences to say what people do (plural persons)</p> <p>Ask and answer longer yes/no questions about doing</p> <p>Write from memory, adapt and describe actions</p> <p>Use plural –ER verb forms in questions, in affirmative and negative statements</p>
<p>Links to prior learning</p>	<p>Match target SSC sounds to print</p> <p>Sound out new words with target SSC</p> <p>Listen to and read simple sentences and show understanding</p> <p>Ask and answer questions</p> <p>Use indefinite articles</p> <p>Range of singular masculine and feminine nouns</p>	<p>Listen and read sentences and show understanding</p> <p>Match target SSC sounds to print</p> <p>Sound out new words with target SSC</p> <p>Say short sentences to say what I and others have</p> <p>Write from memory, adapt</p> <p>Use singular and plural m/f nouns with indefinite and definite articles</p>

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	<p>Range of adjectives Using verbs to be and to have</p>	<p>Use prepositions of place</p>
<p>Links to future learning</p>	<p>Using verbs to be and to have and to do Talk about others Use indefinite and definite articles Ask questions Use a range of verbs, nouns, adjectives and adverbs Talk about owning something</p>	<p>Listen and read sentences and show understanding Match target SSC sounds to print Sound out new words with target SSC Say short sentences to say where I and others go Write from memory, adapt and describe actions Use prepositions of place</p>
<p>Spring term 2</p>	<p>Title of unit: Saying what I and others like at home and when travelling Saying how many and describing things Talking about liking, preferring <ul style="list-style-type: none"> ➤ Essential verb: to like, to prefer Joining ideas together <ul style="list-style-type: none"> ➤ Conjunctions Talking about more than one <ul style="list-style-type: none"> ➤ Essential verb: there is/are ➤ Plural of nouns <p>By the end of the unit, students will have learned: <u>Phonics:</u> Sound out words with the following SSC (sound-symbol correspondences): German: [ä] [ö] [ü] [au] [eu äu] [sch] [sp] [st] [s-] [-s-] [ß] [ss] [-s] French: [é/et/ez/er] [è/ê] [oi] [(a)in] [ai] <u>Vocabulary:</u> nouns for people and objects, verbs and nouns for activities, numbers <u>Grammar:</u> Negation, feminine person nouns, the verb ‘to have’ (singular), definite and indefinite articles, compound nouns, present tense, plural noun patterns</p> </p>	<p>Title of unit: Saying where you are going and what there is there</p> <ul style="list-style-type: none"> • describing school • describing town/village Talking about going <ul style="list-style-type: none"> ➤ Essential verb: to go, going ➤ Questions ➤ Preposition à (at, in, to) Exploring places, people and ideas (e.g. fundraising, sports day, weekend activities) <p>By the end of the unit, students will have learned: <u>Phonics:</u> Sound out words with the following SSC (sound-symbol correspondences): German: [sch] [sp] [st] [s-] [-s-] vs. [z] [ß] [ss] [-s] French: [oi] [(a)in] [ai] [(a)in] [ai] [a] <u>Vocabulary:</u> Verb to go, Numbers 1-31 (revisit) cardinal points nouns and proper nouns for places describing locations/destinations (e.g. north, south, east, west) verbs and nouns for activities describing school, places around town <u>Grammar:</u> Essential verb: to go, going, Simple and continuous present, questions, prepositions</p>
<p>Evidence of learning</p>	<p>Listen and read simple sentences and show understanding Match target SSC sounds to print Sound out new words with target SSC</p>	<p>Listen and read sentences and show understanding Match target SSC sounds to print Sound out new words with target SSC</p>

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	<p>Say short sentences to say what I and others like Ask and answer simple questions to say what I and others like Write from memory, adapt a text Describe things, describe actions Use singular nouns with definite articles and connectives Numbers 1-12 Using plural of nouns</p>	<p>Say short sentences to say where I and others go Write from memory, adapt and describe actions Use prepositions of place accurately with articles</p>
Links to prior learning	<p>Listen and read simple sentences and show understanding Match target SSC sounds to print Sound out new words with target SSC Say and write short sentences to say what I and others do Ask and answer simple questions Use definite and indefinite articles Use a range of verbs, nouns, adjectives</p>	<p>Transcribe and sound out new words with target SSC Listen and read sentences and show understanding Say short sentences to say what people do (plural persons) Ask and answer longer yes/no questions about doing Write from memory, adapt and describe actions Use plural verb forms in questions, in affirmative and negative statements</p>
Links to future learning	<p>Use indefinite and definite articles in singular and plural Ask questions Use a range of verbs, nouns, adjectives and adverbs Talk about other people Using subject pronouns</p>	<p>Transcribe and sound out new words with target SSC Listen and read sentences and show understanding Say short and some longer sentences to describe actions Ask and answer short and longer information questions Write from memory, adapt and describe weather and actions Use singular forms of faire in questions and statements</p>
Summer term 1	<p>Title of unit: Describing things and people</p> <ul style="list-style-type: none"> ➤ favourites ➤ birthdays <p>Talking about being</p> <ul style="list-style-type: none"> ➤ adjective agreement ➤ Subject pronouns meaning 'it' <p>By the end of the unit, students will have learned: <u>Phonics:</u> Sound out words with the following SSC (sound-symbol correspondences): German: [v] [r] [er-] [-er] [-ig] [-g] French: Silent final 'e' [Sfe], [ç], soft [c], [ien], [qu], [j], soft [g] <u>Vocabulary:</u> days of the week, months of the year, verbs and nouns for activities <u>Grammar:</u></p>	<p>Title of unit: Saying what I and others do</p> <ul style="list-style-type: none"> ➤ activities at home ➤ a surprise party ➤ weather ➤ sports and instruments ➤ a weekend at home <p>Talking about doing (I, you, s/he)</p> <ul style="list-style-type: none"> • Essential verbs: to do, to play • Talking about weather • Question formation using W – question words <p>By the end of the unit, students will have learned: <u>Phonics:</u> Sound out words with the following SSC (sound-symbol correspondences): German: [v] vs. [w] [r] [er-] & [-er] [-ig] French: Silent final consonants – t, s, d, x or SFe, [ç], [-tion], [-ien], [-s-], [qu]</p>

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	<p>present tense simple versus continuous, negation, two-verb structures with modal verbs, possessive adjectives</p>	<p><u>Vocabulary:</u> activity nouns, seasons, sports, adjectives, numbers 16-31, time adverbs Everyday states and feelings verbs and nouns for activities describing locations/destinations (e.g. north, south, east, west) <u>Grammar:</u> Essential verb: to do, to play, to have, W-Questions</p>
Evidence of learning	<p>Listen and read simple sentences and show understanding Match target SSC sounds to print Sound out new words with target SSC say short sentences to describe things and people ask and answer simple information questions about what things are like and when use singular nouns with definite & indefinite articles, and possessive adjectives use adjectives use a bilingual dictionary name the months of the year</p>	<p>Transcribe and sound out new words with target SSC Listen and read sentences and show understanding Say short and some longer sentences to describe actions Ask and answer short and longer information questions Write from memory, adapt and describe weather and actions Use singular forms of faire in questions and statements</p>
Links to prior learning	<p>Listen and read simple sentences and show understanding Match target SSC sounds to print Sound out new words with target SSC Say and write short sentences to say what I and others do Ask and answer simple questions Use definite and indefinite articles Use a range of verbs, nouns, adjectives Use singular nouns with definite & indefinite articles, and possessive adjectives</p>	<p>Listen and read sentences and show understanding Match target SSC sounds to print Sound out new words with target SSC Say short sentences to say where I and others go Write from memory, adapt and describe actions</p>
Links to future learning	<p>Listen, read and write simple sentences and show understanding Match target SSC sounds to print Sound out new words with target SSC Ask and answer simple information questions about what things are like and when Use singular nouns with definite & indefinite articles, and possessive adjectives Use plural of nouns</p>	<p>Listen and read sentences and show understanding Match target SSC sounds to print Sound out new words with target SSC Say short and longer sentences to say what I and others do, like/dislike doing and want to do Write from memory, adapt, describe actions, likes and dislikes</p>

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	<p>use adjectives, verbs, nouns and adverbs use a bilingual dictionary</p>	
Summer term 2	<p>Title of unit: Expressing likes and saying what I and others do at school and as friends</p> <p>By the end of the unit, students will have learned: <u>Phonics:</u> Sound out words with the following SSC (sound-symbol correspondences): German: [v] [r] [er-] [-er] [-ig] [-g] [-d] [-b] [-tion] [th] French: [SFe] soft [c/ç] [-ien] [qu] [j/soft g] [-tion] <u>Vocabulary:</u> days of the week, months of the year, verbs and nouns for activities, describing family members <u>Grammar:</u> present tense simple versus continuous, negation, two-verb structures with modal verbs, possessive adjectives</p>	<p>Title of unit: Expressing likes and actions: what we do; what we like / dislike doing; what I want / would like to do; Going on holiday, helping at home, holiday activities</p> <p>By the end of the unit, students will have learned: <u>Phonics:</u> Sound out words with the following SSC (sound-symbol correspondences): German: [-g] [-d] [-b] [-tion] [z] revisit [ei] [ie] [th] French: [j], [h], Revisit several SSC <u>Vocabulary:</u> Verb to do (plural), Verb to want (singular), food and drink Everyday states and feelings verbs and nouns for activities describing locations/destinations (e.g. north, south, east, west) <u>Grammar:</u> Essential verb: to have, to do, make, Modal verb to want</p>
Evidence of learning	<p>Listen and read simple sentences and show understanding Match target SSC sounds to Sound out new words with target SSC Say short sentences to say what I and others like and dislike doing Ask and answer simple questions to say what I and others like and like doing Write from memory, describe actions, things Use plural nouns with definite article Listen and join in with simple songs and rhymes Appreciate stories, songs, poems and rhymes in the target language Understand new words Adapt sentences to suit own needs</p>	<p>Listen and read simple sentences and show understanding Match target SSC sounds to print Sound out new words with target SSC Say short sentences to say what I and others like and dislike doing and want to do Write from memory, describe actions, things, likes and dislikes</p>
Links to prior learning	<p>Use a bilingual dictionary Ask and answer questions Listen to, read and write simple sentences and show understanding Match target SSC sounds to Sound out new words with target SSC Express opinion</p>	<p>Transcribe and sound out new words with target SSC Listen and read sentences and show understanding Say short and some longer sentences to describe actions Ask and answer short and longer information questions Write from memory, adapt and describe actions Use singular forms of faire in questions and statements</p>

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Links to future learning	Express opinions Use a range of verbs, adverbs, adjectives Use a range of singular and plural nouns Use own vocabulary	Developing understanding of the use of -ER regular verbs Using different personal pronouns in a variety of contexts Understanding the difference between definite and indefinite articles Awareness of grammatical gender of nouns Asking questions
<p>Reading in the curriculum (Literacy & Vocabulary)</p> <p>Foreign language reading can make a crucial contribution to wider learning in languages, for reasons including the following: As one of the four main language skills, reading forms part of students' broader communicative competence. Reading provides linguistic 'input', allowing students to encounter new language and consolidate what they know (e.g. in terms of vocabulary and grammatical structures). It supports autonomous learning, particularly outside the classroom. It offers a window on the target language culture Foreign language reading may impact positively on English literacy, for example through the development of transferable reading strategies and knowledge of phonic decoding (Murphy et al., 2014)</p> <p>Main reading activities in the SoW include: Matching the French / German Sound Symbol Correspondence (SSC) to print Reading aloud the SSC and phonics key words. Understanding familiar words when reading them as single items and in short sentences which describe people, places, things and actions.</p>		
<p>Careers in the curriculum</p> <p>Linguist Airport worker Cruise ship worker Tourist information International law Customer services Translators Interpreters Diplomatic services Immigration Officer Tour Operator Travel agent European Union Commission work Charity Aid work Hotel management Teacher Intelligence Services Export / import work</p>		
<p>Protected Characteristics in the curriculum</p> <p>Teaching modern foreign languages is a vital way to directly address pupil perceptions and potential stereotypes. It allows us to actively promote positive attitudes and values towards cultural and or religious diversity and to directly tackle any form of cultural and negative stereotyping. Cultural development and cultural awareness are fundamental in language learning at Holywell School. At all stages of MFL teaching and learning, cultural development is at the forefront of our success criteria. Exploration of language and culture is key to language learning, whether through lessons or school trips. Students are encouraged to embrace 'difference' at all stages of their linguistic development and accept ideas which may be new to them, as culturally significant. Students are encouraged to discuss and challenge stereotypes within a national and international context. Media and new technology are encouraged to explore students' interest in language and culture in all aspects of their learning.</p> <p>The invaluable communication skills and creativity developed through learning a foreign language fosters a deeper understanding and appreciation of other people and cultures on a local, national and international stage.</p> <p>Additional opportunities to engage beyond the classroom contribute to: character development (resilience, confidence and independence) global citizenship understanding and appreciation of diversity openness towards and acceptance of others and otherness</p>		

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Safeguarding including safety in the curriculum

Safeguarding in the MFL curriculum is about ensuring that foreign language learning is a positive and secure experience for all students, helping them develop linguistic and intercultural skills while being protected from any potential risks or harm.

Mental health: at the start of each lesson are greeted at the door and asked: *How are you feeling today?* to which they are expected to provide an answer in the target language.

Students are encouraged to collaborate in the classroom in a variety of groupings, e.g. pair work, group work.

Various competitions and events provided throughout the year for students to get engaged in: these opportunities offer an understanding appropriate of relationships and effective communication.

Healthy relationships: class discussions in which British values are often compared to those in target language countries and how these shape society.

Creating a safe and supportive learning environment in the classroom where students feel comfortable expressing themselves and asking questions without fear of judgment or ridicule.

Students are encouraged to experiment with language and learn from their mistake.

Students are often differentiated in groups of varied abilities to encourage social interaction with others in the class with whom they may not usually interact. The students are encouraged to use each other as a learning tool and develop social strategies for dealing with confrontational situations or problems.

Values across the curriculum

The subject broadens students' horizons and awareness of the world around them. At all stages of MFL teaching and learning, cultural development is at the forefront of our success criteria. Exploration of language and culture is key to language learning, whether through lessons, international school trips or cultural trips within the United Kingdom. This is promoted through cross curricular activities, trips, covering historical, religious, geographical, social and ethical issues.

Languages develop students' literacy skills, memorisation skills, scanning and skimming skills as well as organisational skills. In addition to their linguistic development, students gain an insight into another culture and way of life, thus broadening their global awareness.

The MFL team provide a range of extra-curricular language opportunities to enthuse and motivate the young linguists:

- Students are taught revision and memorisation techniques applicable to all subjects.
 - Literacy skills are taught in every lesson – links with English
 - Cultural awareness links with EP, Art, Music, Geography and History
- Social skills, such as pair- work, group work, expressing opinions links with PSHE
 - Visits and Trips
- Celebrating various whole school events in MFL lessons, e.g. World Book Day, Black History Month, European Day of Languages
 - Careers assemblies
- At different points in the year students are taught about festivals and traditions of the target language country

Spirituality in the curriculum

How does the curriculum reflect the schools Theological routed Christian vision? How is spiritual development an intrinsic part of the curriculum?

Learning another language can be seen as a valuable and enriching experience that can contribute to spiritual development in several ways:

Appreciation of Diversity: Learning another language exposes the students to different cultures and ways of life. This appreciation for diversity aligns with the Christian belief in the inherent value and dignity of all individuals, as each person is considered a unique creation of God. Understanding and respecting different cultures can foster a sense of unity and interconnectedness among people.

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Enhanced Communication: Language is a tool for communication, and effective communication is essential in building and maintaining relationships. The Bible emphasizes the importance of communication, compassion, and understanding in relationships with others. Learning another language can enhance a student's ability to communicate with a broader range of people, promoting empathy and compassion.

Cultural and Spiritual Insights: Languages are deeply intertwined with culture and spirituality. Translating religious texts or participating in worship in another language can provide a unique perspective on the nuances of spiritual expression. It allows individuals to engage with sacred texts in a different way, gaining insights that may not be immediately apparent in their native language.

Global Outreach: Learning another language can equip individuals with the skills needed to engage in cross-cultural communication and outreach. This aligns with the Christian call to share the message of love, hope, and trust with people from diverse backgrounds.

Humility and Open-mindedness: Learning a new language often involves stepping outside one's comfort zone and being open to different ways of thinking. This humility and openness align with Christian virtues, encouraging individuals to be receptive to new ideas, perspectives, and experiences. It can contribute to personal growth and spiritual maturity.

Service to Others: Language skills can be valuable in various forms of service, such as participating in mission trips, volunteering, or assisting those in need. This aligns with the Christian principle of serving others and being a positive force in the world.

Students are taught to accept and embrace other languages and cultures through the teaching of MFL. In relation to this, students are educated on the religious beliefs of the people in countries of the language they are learning. Students are encouraged to be empathetic to the cultures, beliefs and traditions of others and stereotypes are challenged where necessary. Links with French and German schools also enable students to be educated in the traditions and beliefs of people in countries where French / German is spoken. We offer students many opportunities to explore and share their knowledge of another language or country. Some examples include:

Raising awareness of how a variety of religious festivals are celebrated at different times of the year, e.g. Christmas, Easter.

Celebration of the European Day of Languages

Christmas card competition celebrating different cultures and traditions

Designing Languages portraits

German Olympiad

Career talks

Sustainable food competition

Calligrams competition

Celebrating speaking competition

Weekly MFL club offering insight into different cultures and traditions.

How we track your progress

The assessment of learner progress is continuous:

Children are continuously assessed on the knowledge they are taught in lessons, whenever they are called upon to understand and/or produce language, without reference to resources. Periodically they complete achievement tests in phonics, vocabulary and grammar covering all modalities (i.e. listening, speaking, reading and writing), which assess the specific knowledge they have been taught. Their progress and attainment is categorised in the following way, using our school tracking system:

- [=] Meeting expectations

A child has learnt and retained the majority of phonics, vocabulary and grammar knowledge taught this term

- [+] Above expectations

A child has learnt and retained all of the phonics, vocabulary and grammar knowledge expected this term, and has shown additional capacity for extending his/her knowledge.

Holywell School Curriculum Overview

- [-] Below expectations

A child has learnt and retained less phonics, vocabulary and grammar knowledge than expected this term

Assessment of learner progress is continuous:

Every lesson all students are prompted to apply Phonics, Vocabulary, Grammar knowledge to understand and to produce language

We use a mix of strategies on multiple occasions throughout every lesson to assess progress such as: questioning, teacher circulation, cold calling, visualisers, live marking and mini whiteboards to check for understanding.

Worked answers, correct answers or model answers are provided when relevant to enable students to self or peer-assess their work.

Short in class tests of phonics, grammar and vocabulary.

Translation exercises.

Parents/Carers can support their child by:

Checking that homework has been completed

Overseeing vocabulary learning tasks at home

Encouraging the use of vocabulary learning apps/websites (Oak National Academy, Memrise, Duolingo, Blooket and Quizlet) to develop language learning habits.

Discussing what vocabulary they can recall and teach to someone at home.

Encouraging watching different programmes on Netflix, Amazon Prime, etc. by changing the audio to the target language

Sustainability within the subject

Integrating sustainability into the Modern Foreign Languages curriculum can help raise students' awareness of global issues, promote responsible and ethical behaviour, and foster a sense of responsibility toward the environment and the world at large. Here are some ways to incorporate sustainability into the MFL curriculum:

Discuss sustainable practices and traditions of different countries.

Discuss sustainable travel practices and responsible tourism in MFL lessons. Encourage students to consider the environmental impact of travel and the importance of preserving cultural heritage and natural landscapes when visiting other countries.

Explore how different cultures approach sustainable consumption and resource management.