



Stanton Bridge Primary School

MFL in the Stanton Bridge Primary Curriculum

Intent

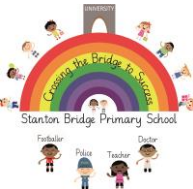
Stanton Bridge Primary School's Curriculum Statement of Intent has been constructed to reflect and incorporate each curriculum subject whilst ensuring that each subsequent content designed meets the intent at every opportunity.

Thus, the context – past, present and future – are factored in. The past – family influences, social experience and how that may contribute to their new experiences. The present – school and expanding social networks, and how this can positively shape their future given the right environmental and social factors. Finally, the future – in search of what awaits them in a fast-evolving technological world.

Hence the premise upon which our pupils will grow:

- High ambition.
- Rich in language with a passion for learning.
- Habits of Mind that serves to support achievement across all areas of learning.
- Strong basis for continuous academic growth beyond their primary years.
- Ability to regulate their social, emotional well-being, with knowledge & skills to tap into a bank of resources that enable them to be flexible in their approach to problem-solving.
- Stand shoulder to shoulder and thrive with others in a range of different roles, exhibiting leadership qualities and skills.
- Acknowledge and appreciate their heritage in a world where accepting themselves as individuals and celebrating who they are is key in steering a complex and ever-changing environment.
- Having a voice and knowing that they can make a difference to the world in which they live, changing things for the better.
- Positive relationships and social networks from which they can thrive and excel, seeking and working to include others.
- Belonging to the House of Values, focused on developing **character**, **competence** and **connectedness**.
(Relationships, Equality, Care, Thinking Flexibly, and Listening)

Character	Our pupils are taught to learning with a sense of honesty , coming to know, acknowledge and appreciate both strengths and areas for further growth learning. They are then taught to respect the learning ahead of them and to appreciate this opportunity for further learning where this is not the case for many across the world.
Competence	Pupils will have high aspiration for learning, demonstrate confidence in key concepts learned, use subject specific vocabulary, working both independently and interconnected dependent on task set.
Connectedness	Pupils will work in harmony with others, within familiar and unfamiliar surroundings.



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Implementation:

Pedagogy: The understanding of how concepts are taught.

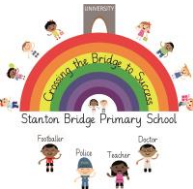
Pedagogy is the 'method of teaching'. At Stanton Bridge, we use the Barak Rosenshine's Principles of Instruction to establish Effective Teaching Practice. This is further strengthened by the use of Thinking Frames that support in the development of Metacognition. Our school's approach to Teaching and Learning is rooted in the Science of Learning and as such, all staff members are routinely engaged in school improvement activities to develop pedagogy and specific CPD to ensure subject content is expertly delivered. This of course sits alongside individualised mentoring and coaching to support continuous improvements in practice. Responsive coaching also serves to ensure each adult knows the relevant next steps to maximise learning opportunities for all groups of pupils.

Core concepts

Core Concepts in MFL		
Phonics Pupils will learn to recognise, say, read and write the sounds needed to form words and to pronounce them correctly.	Grammar Pupils will learn the rules of grammar and apply them in speaking, listening, reading and writing activities.	Vocabulary Pupils will be taught a bank of topic words and use these, alongside their developing grammar and phonics knowledge, to understand and construct phrases and sentences in a different language with increasing complexity. The development of vocabulary is embedded through the units of work and applied to speaking, listening, reading and writing activities.

MFL Delivery:

Lesson timings	Type of delivery
MFL is taught weekly for 25 mins per lesson.	The lessons are predominantly discrete to enable focus on the core concepts of MFL, although vocabulary is continually developed using sentence stems and tiers universally across the subject areas. Each MFL lesson comprises of time to consolidate vocabulary, grammar and phonics rules taught.



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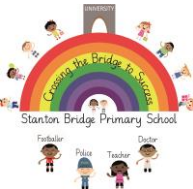
MFL Planning:

Lesson Structure

Lesson Structure	Notes
1. Starter	Phonics focus
2. Review	Pupils review prior learning (previous lesson, previous topic, previous year) in the form of games, where necessary.
3. Main Teach	Didactic teaching of the key concepts.
4. Teacher Model	Teacher to verbalise thinking out loud, with no pupil input.
5. Shared Model	Pupil input using directed questions.
6. Independent	Teachers check understanding through questioning and allowing children to repeat vocabulary independently.
7. Main Task	Independent/pair/groups – pupils practice and embed new concept/consolidate through scaffolded tasks designed tasks by their teacher.
8. Plenary/Reflection	Check in at the end or during the lesson, flexible, as and when best suited.

Annual Organisation

	Autumn Half-term 1: Describing me and others Half-term 2: Saying what I and others have	Spring Half-term 1: Saying what I and others do Half-term 2: Saying how many and describing things	Summer Half-term 1: Describing things and people Half-term 2: Expressing likes and saying what I and others do
Years 3 and 4	greetings, adjectives to describe mood and character, days of the week, nouns for possessions, positional prepositions in, on, under, 'I have a present for' story	verbs and nouns to describe a range of activities, numbers 1-12, à meaning at, in, to	colour and other adjectives to describe animals, story creation, loves and hates, Hungry Caterpillar (rouge), revisit days, Toute une année (jaune) months
Years 5 and 6	greetings, adjectives to describe mood and character, months, numbers 13-31, dates, nouns and adjectives for places, festivals, physical description, interrogatives qui? quell? quelle?	verbs and nouns to describe activities in school, at the weekend, life in the city and country, journeys	verbs and nouns to describe sports, playing instruments, activities in different countries, life at home, hometown, requesting food and drink



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Impact

The ultimate test of the impact of the curriculum is in whether the students know what you want them to know, and what you think they should know. This has been carefully mapped against the core concepts for computing in the tables on the following pages. To determine this, we check and monitor children's learning, providing teachers and students with information about progress and analysis of deliberate retrieval practice. We need to be able to fluidly use 'checking for understanding' techniques in the moment as well as being able to know what has been learnt and retained over time and the depth of that learning:

- We use checking for understanding techniques through quizzes and questions to ensure we are aware of all students learning during the lesson and adapt the pace as necessary.
- Retrieval practice is built in where most impactful to interrupt the forgetting curve and secure constructs in long term memory.
- Depth of knowledge is then assessed through end of unit assessment quizzes, teacher discussion and observation and pupil portfolios on Showbie. Pupils are assessed against core concepts, which is recorded on DC Pro.

Progression Points against the Core Concepts.

Core Concept	LKS2	UKS2
Phonics	<p><u>Recognition and production (Listening and Writing):</u> Link SSC (sound-symbol correspondences) to new words. Listen and transcribe SSC within single words with some success. Use sound-spelling links to follow when listening and reading. Enjoy listening to and joining in with simple songs and rhymes.</p> <p><u>Recognition and production (Reading and Speaking):</u> Readily read aloud the SSC and phonics key words. Carefully sound out some unfamiliar words and parts of words with some success, focusing on a few SSC at any one time. Read aloud familiar words observing certain pronunciation rules (silent letters, accent/ stress markers, etc) and some unknown words. Ensure pronunciation is usually comprehensible.</p>	<p><u>Recognition and production (Listening and Writing):</u> Learn about vowel combinations and stress patterns and identify them when listening. Connect sound and spelling by transcribing a range of new words and parts of words. Enjoy listening to and joining in with songs and short poems. Listen and write short phrases including unfamiliar words more accurately, when focusing on transcription. Enjoy listening to and joining in with songs and short poems.</p> <p><u>Recognition and production (Reading and Speaking):</u> Read aloud many familiar words with clear and comprehensible pronunciation. Decode unfamiliar words using SSC knowledge with increasing confidence. Read familiar words and short sentences aloud with clear and comprehensible pronunciation. Read aloud single unknown words more readily.</p>
Vocabulary	<p><u>Understanding (Written and Listening):</u> Understand up to 200 words when reading and listening to them as single items and in short sentences which describe people, places, things and actions.</p> <p><u>Production (Written and Speaking):</u></p>	<p><u>Understanding (Written and Listening):</u> Understand up to 400 words when listening and reading them as single items and in short and compound sentences which describe people, places, things and actions. Begin to use known words in a sentence to work out likely meanings of single unknown words. Be able to use a dictionary.</p>



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	<p>Use up to 200 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.</p>	<p><u>Production (Written and Speaking):</u></p> <p>Use up to 400 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.</p>
Grammar	<p><u>Understanding (Listening and Reading):</u></p> <p>Distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular verbs ÊTRE, AVOIR, (il y a), regular -ER, singular adjective agreement and position (-e, -eux/-euse), regular plural noun marking (-s), intonation questions, including question words quoi, où, combien, comment, quand)</p> <p><u>Production (Written and Speaking):</u></p> <p>Describe people, places, things and actions (in speaking and writing) use singular and plural articles (indefinite and definite), singular verbs ÊTRE, AVOIR, il y a, regular -ER, singular adjective agreement and position (-e, -eux/-euse), regular plural noun marking (-s), intonation questions, including question words quoi, où, combien, comment, quand)</p>	<p><u>Understanding (Listening and Reading):</u></p> <p>Distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular and plural forms of ÊTRE, AVOIR, (il y a), regular -ER verbs, singular ALLER, FAIRE (including weather expressions), 2-verb structures with singular AIMER, DETESTER, DEVOIR, VOULOIR, POUVOIR) + infinitive, singular and plural adjectives (-e)s, -eux/-euses), intonation questions (including with quoi, où, combien, comment, quand, qui), Est-ce que questions (with WH-words), negation (ne... pas)</p> <p><u>Production (Written and Speaking):</u></p> <p>Describe people, places, things and actions (in speaking and writing) use singular and plural articles (indefinite and definite), singular and plural forms of ÊTRE, AVOIR, (il y a), regular -ER verbs, singular ALLER, FAIRE (including weather expressions), 2-verb structures with singular AIMER, DETESTER, DEVOIR, VOULOIR, POUVOIR) + infinitive, singular and plural adjectives (-e)s, -eux/-euses), intonation questions (including with quoi, où, combien, comment, quand, qui), Est-ce que questions (with WH-words), negation (ne... pas)</p>