



**Dartmoor**  
MULTI ACADEMY TRUST

# Languages Curriculum

40+ mins a week

(1x 30 min lesson + 2 five min follow up activities)

# Curriculum Intent

Extend cultural capital and deepen pupils' understanding of the world

- Pupils learn about French customs, traditions, history, traditional songs and stories and make connections with existing knowledge
- Pupils appreciate differences in cultures and are curious about the world around them

Create lifelong language learners and a love of languages

- Pupils do not simply learn chunks of language, but understand how languages are structured so they can apply this knowledge to learning new languages in the future
- Pupils learn a range of language learning strategies that they can apply to any language in later life

Equip pupils with most useful structures and vocabulary to ensure success at secondary school and beyond

- Pupils learn high-frequency words and structures for practical purposes as well as talking about themselves and others
- Language is structured to enable pupils to revisit the same grammar in different contexts, which, overtime with much practice, enables pupils to use language spontaneously

Develop accurate pronunciation and intonation

- Phonics are carefully sequenced and revisited regularly to develop strong phonology and decoding skills, which in time, lead to pupils having the confidence to attempt to read out loud new language

# Curriculum Implementation

## Self-Efficacy

- Carefully scaffolding new language and removing support only when language is acquired
- Adapting, and developing activities for pupils with SEND so every child can feel a sense of achievement
- Regular quizzing and questioning, ensuring high success rates

## Chunking of language and use of Knowledge Organisers

- Carefully and coherently planning and sequencing knowledge
- Chunking of language to facilitate semantic priming to extend pupils vocabulary
- Supporting pupils to generate full sentences whilst reducing cognitive overload
- Reducing error correction and fossilisation of errors

## Listening as Modelling and Flooded Input

- Introducing new language through listening activities, ensuring successful receptive processing (listening and reading) before moving onto productive skills (speaking and writing)

## Fluency

- Prioritising activities that lead to rapid recall, and improved fluency.
- Repeating activities in all 4 skills with the aim of improving speed of production

# Impact

- Pupils are enthusiastic linguists who enjoy showcasing their developing French knowledge and skills
- Pupils communicate with each other and their teacher in French within and outside of dedicated MFL lessons (e.g. register routine, countdowns, basic classroom instructions)
- Pupils understand that language has a structure and this is different from one language to another. Pupils appreciate the similarities as well as the differences
- Pupils can talk about what they do to learn and understand new language (e.g. using cognates, using rhyme/repetition to learn new language off by heart)
- Pupils appreciate that knowledge of one foreign language can help learn other languages. Pupils are prepared for language learning at KS3, whether that be French or a different language
- Pupils are curious and tolerant, and embrace different cultures, traditions and customs.