

## MFL

### INTENT – To what do we aspire for our children?

-Vision -Design -Aspirations for our curriculum

### Our Vision

**‘We are a Family of Friends who LEARN together.’**

### Our Goal

Our vision for excellence within our MFL curriculum is created in line with the National Curriculum Purpose of Study and aims to give children the ability to:



- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied
- foster a love of language
- prepare children for KS3 language acquisition

Although we use the Primary Languages Network to specifically focus on French within lessons, ensuring progression, our intention is to:

- engage, inspire, motivate, support and challenge for all languages
- ensure our learners progress academically and become more expert as they progress through the curriculum
- develop successful, informed, engaged, thoughtful, confident learners, who make a positive contribution to the community and society – both now and in the future.
- ignite a love of languages, throughout our school community.
- encourage curiosity and enthusiasm through engaging and creative lessons.
- use a variety of different, creative strategies to engage children in their learning: from authentic rhythms, stories, songs, using puppets, drama, games apps etc. which help to build up children's confidence in the four key skills.
- celebrate diversity, through exposure to a range of languages.
- from year 3, develop key skills in recognising and using key French vocabulary.
- where possible, make links to other curriculum subjects enabling French to become an important and integral part of our school day.

### Our Values & Curriculum Drivers

**At Hove Learning Federation, history is driven by the following values:**

	<p><b>Love of Learning</b></p>	<ul style="list-style-type: none"> <li>• Enjoy immersive learning opportunities that aim for children to experience communication in different languages.</li> <li>• Inspire children’s curiosity and understanding about languages spoken in the UK and in the wider world.</li> <li>• Develop children’s secure understanding of the diversity of our community.</li> <li>• Ensuring children have an understanding of building blocks of language acquisition.</li> <li>• Develop children’s skills of language acquisition through drama, music, story-telling, songs, games and rhymes.</li> <li>• Encourage thinking about how our mother language relates to other languages.</li> <li>• Celebrate learning from each other and embracing the diversity of languages within the classroom.</li> </ul>
	<p><b>Equality, Diversity &amp; Inclusion</b></p>	<ul style="list-style-type: none"> <li>• Support children to be proud of their personal heritage and how this links to global citizenship</li> <li>• Enable children to make personal connections with other countries/language speakers.</li> <li>• Foster a sense of identity and an increased understanding of children’s own position in their community and the world</li> <li>• Help children to learn to value their own and other people’s cultures.</li> </ul>

	<p><b>Aiming High</b></p>	<ul style="list-style-type: none"> <li>• Build their knowledge of the building blocks to language acquisition.</li> <li>• Recognise cognates within the target language, their own and other languages.</li> <li>• Discuss the impact and importance of language and communication.</li> <li>• Inspire children to attain high standards by introducing language and building on this throughout Key Stage 2.</li> </ul>
	<p><b>Respect and Well-being</b></p>	<ul style="list-style-type: none"> <li>• Foster empathy and respect for different perspectives and backgrounds.</li> <li>• Show pride in their own and others' cultures</li> <li>• Encourage communication.</li> <li>• Celebrate diversity</li> <li>• Encourage connections with all languages spoken, not just through French (target language) and not just European.</li> </ul>
	<p><b>Nurture and Citizenship</b></p>	<ul style="list-style-type: none"> <li>• Understand their own cultural identity.</li> <li>• Develop a sense of belonging.</li> <li>• Understand how wider community can impact on a local, national and global scale</li> <li>• Celebrate diversity</li> </ul>

**Our Curriculum Design**  
Meet the needs of every child across the whole curriculum


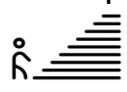






<p><b>Equity</b></p>	<p><b>Inclusion</b></p>	<p><b>Learning Behaviours</b></p>	<p><b>Personal Development</b></p>	<p><b>Skills</b></p>	<p><b>Knowledge and Understanding</b></p>	<p><b>Creative and critical thinking</b></p>	<p><b>Cultural Capital</b></p>
<p>Equality of opportunity. All children to succeed no matter their entry point.</p>	<p>Every child, whatever their individual abilities or needs, is equally valued.</p>	<p>Attitudes and attributes for learning and life.</p>	<p>Equip children to become global citizens, who live happy and healthy lives and know how to achieve their goals.</p>	<p>Curriculum mapped to include the subject specific skills required to attain and excel. Children develop learning to learn skills such as metacognition.</p>	<p>Deep learning of the key concepts of our curriculum and the National Curriculum.</p>	<p>Both are nurtured. Children are challenged to question, reason and express themselves.</p>	<p>Is a golden thread, woven through everything we do to teach children well.</p>

**Learning Characteristics Animals**

Underpinning Hove Learning Federation's curriculum are our learning characteristic's animals.

<p><b>Independence</b></p>	<p><b>Perseverance</b></p>	<p><b>Curiosity</b></p>	<p><b>Imagination</b></p>	<p><b>Co-operation</b></p>

## MFL Long Term Sequence Features

Sequencing 	Small Steps 	Spiral 	Long Term Memory 	Making New Links 	Cognitive Load 	Key Concepts 	Substantive and Disciplinary Knowledge 
Starting with a recognition and celebration of language in KS1, our curriculum design deliberately sequences units of learning from Year 3 to Year 6 to ensure children deepen their linguistic knowledge and understanding through exposure to a progression of substantive and disciplinary knowledge	Learning is chunked into small steps that allow children to build knowledge and deepen understanding lesson to lesson, unit to unit and year to year.	The spiral design of our curriculum means children will return to key learning points and concepts. For example, in KS1, children will celebrate the languages within our community. In year 3, children will gain an understanding and foundational grasp of simple French and build on that knowledge throughout their time within the Junior School.	The progression of knowledge in French has been clearly mapped across each year group to ensure children will transfer new learning to long term memory. The ultimate goal is to make the learning stick!	The acquisition of knowledge into long term memory means that children are able to make links with new learning more easily. Our curriculum overview shows how new learning is carefully imparted over time.	Our long-term sequence for language of the month and French reduces cognitive load by mapping out opportunities for children to review previous years and units learning. All staff are aware of the units and lessons covered in previous years in order to refer back.	Children develop knowledge about key concepts in French, as well as celebrating other languages within our community. This will foster a love of languages and ensure children have the right building blocks for language acquisition needed in KS3.	<p><b><u>Substantive Knowledge</u></b> The subject knowledge and explicit vocabulary used to learn about the content.</p> <p><b><u>Disciplinary Knowledge</u></b> The knowledge about how people acquire language, through reading, writing, speaking and listening (The 4 skills). It is through disciplinary knowledge that children become able to think like a linguist.</p>

## Purpose of the Sequence Progression

Our curriculum is sequenced in line with the EYFS Statutory Framework (2021), Development Matters (2021) and the National Curriculum for Languages (2013). We follow a scheme of work, called the Primary Languages Network, which covers all aspects required by the DfE. The scheme has a long term sequence, designed to help children foster a love for languages and acquire the skills they need to be successful.

### **Why do we have a long-term sequence? What is its purpose?**

- It is our intention for children to deepen their knowledge of language and understanding of language acquisition, through thoughtfully sequenced exposure to a progression of substantive and disciplinary knowledge.

- Our spiral curriculum is designed on the principles of instruction and is influenced by our understanding of how the memory works and cognitive load theory.
- Research shows that this will ensure knowledge is transferred to long term memory and making links with new learning is more accessible.

**EYFS and KS1:**

In Early Years our children are given exposure to languages within our school community (Language of the Month) to celebrate diversity and share their heritage. Children also gain an understanding of their families and older relatives, which links with our PSHE topic 'all about me'.

**Lower KS2:**

In lower KS2, our children learn how to express themselves and how they are feeling. They start to develop vocabulary around body/face parts and foods and hobbies. These topics are repeated and built upon over the two years. This ensures that children have a rich vocabulary. Vocabulary is repeated and concepts are reviewed, in all four skills (listening, speaking, reading and writing), with a view to make connections and improve retention of language.

Our spiral curriculum design allows this foundational knowledge to be built upon and used to support long-term retrieval to enhance the acquisition and retaining language concepts. The substantive concepts of grammar, vocabulary and pronunciation are developed through explicit vocabulary instruction and children are able to draw upon prior understanding to support and position new knowledge enabling the stable construction of long-term memories.

Children also learn about the cultural influence of France, through the target language. This opens up conversations about the wider community and other languages.

**Upper KS2:**

In upper KS2 children study similar topics, focusing on food, culture, routines and the wider environment. Repeated vocabulary and scaffolded grammar ensures a deepening and securing their understanding of the target language, leading to preparation for KS3 targeted learning.

Children in years 5 and 6 will record their work more independently, supported and scaffolded within their tasks. This is with a view to independent learning and confidence within the target language. Throughout the key stage, connections are made to the wider community and cultural links within the school. Where possible, links are made to other languages throughout our topics, with children being immersed in other language opportunities. Having had the framework of linguistic learning, children are able to celebrate language opportunities. Strong links are made with our PSHE curriculum, such as the 'All about me' unit.

## HLF Long Term Plan Example

Our MFL curriculum starts in Year 3 and ends in Y6. Our long-term plans include the unit, concept question, substantive concepts and small step, lesson by lesson progression.

Y3	Y4	Y5	Y6
<b>A new start</b>	<b>Welcome to school</b>	<b>Talking about us/school subjects</b>	<b>Revisiting me/telling the time/Everyday life</b>
I can pronounce some greetings in French. I can ask and answer a question about 'how I am feeling'. I can introduce myself in French. I can say numbers 1 to 10. I can recall numbers 1 to 10. I can say some different colours in French.	I can ask and answer several questions about myself. I can recall numbers 1 to 10. I can say and read numbers 0 to 20. I can remember days and months. I can say and write the names of rooms in my school. I can say and write nouns for classroom items.	I can introduce myself with simple sentences (1). I can introduce myself with simple sentences (2). I can explain in more detail how I'm feeling. I can give some important details about myself and others. I can say if I like or dislike a school subject. I can give my opinion about school subjects.	I can recall phrases to talk about myself and my feelings. I can give a simple description about myself. I can remember and use numbers to 60. I can understand 'o'clock' time phrases. I can talk about my daily routine. I can answer questions about my daily routine.
<b>Calendar and celebrations:</b>	<b>My town, your town</b>	<b>Time in the City</b>	<b>Homes and houses:</b>
I can say some colours linked to Autumn and fireworks. I can understand classroom commands. I can say days of the week in French. I can remember days of the week. I can understand months of the year. I can remember months and learn how Christmas is celebrated in France.	'I can write my own fireworks poem.' 'I can read and understand commands.' 'I can say and understand classroom instructions.' 'I can say and understand classroom instructions.' 'I can ask 'where is?' and classify nouns (masculine and feminine).' 'I can identify and name shops in French.'	I can understand some facts about a city in France. I can ask for a ticket. I can give some simple directions around town. I can say and write a simple description of the city. I can buy an item and ask for the price. I can describe a festive jumper.	I can understand and say some nouns for rooms in the house. I can pronounce some objects for the house. I can use adjectives to describe rooms in the house. I can say and write a sequence of sentences to make a story. I can understand new nouns and use them to play a game. I can use prepositions to say where things are.
<b>Animals I like and don't like</b>	<b>Family tree and faces</b>	<b>Healthy eating – going to market</b>	<b>Playing and enjoying sport</b>
I can understand some animal nouns in French. I can ask the question 'What is it?' and say an animal noun as an answer. I can tell someone what my favourite animal is. I can recognise some plural animals nouns. I can listen and join in a story about animals. I can use a model to write sentences about animals.	I can understand how Epiphany is celebrated in France. 'I can say the nouns of 4 family members.' 'I can write some personal information about a family member.' 'I can understand and say some parts of the face.' 'I can understand simple sentences using numbers and parts of the face.' 'I can write some simple sentences to describe an alien'	I can recall the names fruits and vegetables. I can talk and write about fruits and vegetables. I can take part in a class survey about favourite fruits and vegetables. I can ask for the price of a fruit or vegetable. I can participate in a simple shopping conversation. I can understand and use instructions to make my own recipe.	I can understand and remember some sport nouns. I can talk about sports I like and dislike. I can create extended sentences about sports. I can identify parts of the verb 'jouer'. I can describe a sport using simple sentences. Puzzle it out assessment lesson.
<b>Carnival and using numbers:</b>	<b>Face and body parts</b>	<b>Clothes</b>	<b>Funfair and favourites</b>
I can learn about French traditions and take part in carnival celebrations. I can say and write some numbers between 1-15. 'I can ask and answer 'How old are you?'' I can take part in a simple dialogue about myself using familiar questions. I can read and write dates in French. I can understand and use Easter vocabulary.	I can say nouns for parts of the face and body. I can understand and respond to face and body parts nouns and commands. I can join in a yoga sequence in French. I can join in and create a yoga session. I can name the plural of face and body part nouns. I can create an alien and write a simple description.	I can understand and name some items of clothing in French. I can identify parts of the verb 'porter' (to wear) to talk about what I'm wearing. I can describe clothes I'm wearing using adjectives of colour. I can describe clothes I'm wearing using more adjectives. I can understand a detailed description of a fancy dress outfit. I can design and describe a football / sports kit.	I can understand <i>funfair</i> ride nouns and say whether I like / dislike. I can remember <i>funfair</i> vocab and play a board game. I can describe <i>funfair</i> rides using adjectives. I can plan and describe a new theme park. I can talk about my favourite things. I can learn about the tradition of 'Poisson d'avril'.
<b>Fruit and Vegetables/Hungry Giant</b>	<b>Feeling unwell/Jungle animals:</b>	<b>Out of this world</b>	<b>Café Culture</b>
I can understand and say fruit and vegetable nouns. I can count fruits and vegetables. I can understand a story about fruits and vegetables. I can ask politely for a fruit or vegetable. I can remember fruit and vegetable nouns in a board game. I can write sentences using a model.	I can remember parts of the body and explain why I don't feel well or what hurts. I can take part in a role play dialogue at the doctor's. I can understand and name jungle animals in French. I can understand a story and adjectives to describe jungle animals in French. I can write a sentence using a noun, a verb and adjectives to describe animals. I can write my own jungle explorers' story.	I can understand words used on an ID card. I can ask and answer questions about someone's identity. I can name planets in French and use adjectives to describe them. I can read and understand simple information about planets. I can recall and use familiar vocabulary to understand simple information about planets. I can create an imaginary planet and make a poster with information about it.	I can learn about 'café culture' in France and learn about typical café food and drinks. I can say and write food and drinks I like/dislike and ask someone else about their likes/dislikes. I can order café food and drinks politely. I can identify and name traditional French breakfast foods and drinks. I can write a simple sentence about my favourite breakfast. I can create and describe a hotel breakfast menu. I can take part in a café role play and write the conversation.
<b>Going on a picnic/Alens in France/ Language Puzzle</b>	<b>The weather/ Ice cream/ Language Puzzle</b>	<b>Going to the seaside/ Language Puzzle</b>	<b>Performance some/ Transition/ Language Puzzle</b>
I can name and label food items to take on a picnic. I can listen to, read and understand a picnic story. I can write phrases to build my own picnic story. I can understand familiar vocabulary and use the phrase 'I live'. I can ask the question 'Where do you live?' and understand the answer. I can apply my language detective skills to learn another language.	I can say different weather statements in French. I can describe the weather in different seasons of the year. I can say simple phrases to give the weather forecast. I can understand and name ice cream flavours. I can talk about ice creams I love, like and dislike. I can apply my language detective skills to learn another language.	I can understand the nouns for items I take to the beach. I can recall some sentence starters and use them to talk about the seaside. I can understand and say persuasive sentences about visiting the seaside. I can create extended sentences about visiting the seaside. I can read and understand facts about the seaside.	I can read and understand a humorous sketch. I can adapt a model and write my own café sketch. I can take part in a performance of a café sketch. I can remember fruit and vegetable nouns. I can understand nouns to do with nature or the classroom and take part in a scavenger hunt.

## HLF Subject Progression Ladders

Our Subject Leads created our Subject Progression Ladders to ensure the National Curriculum is taught step by step. They illustrate the progression of skills, knowledge and vocabulary taught through Key Stage 2. Breaking down the National Curriculum objectives allows our teachers to plan for progression and provide all of our learners with the small steps they need. Identifying knowledge and skill progression in this way enables our teachers to plan an ambitious and effective spiral curriculum through the key stages which results in long term learning. Subject and Year Leads use the Subject Progression Ladders to design and plan assessments and for monitoring.

## Substantive Knowledge




This is the subject knowledge and explicit vocabulary used to describe the past and the established facts that are central to this subject.

## Golden Thread – 3D Curriculum Curriculum Drivers & Substantive Concept Mapping

Our curriculum drivers (see above) and our MFL substantive concepts (see below) are the ‘golden thread’ running through our history curriculum.

Children learn abstract concepts through meaningful examples and repeated encounters in different contexts across the curriculum. This explicit planning supports children to transfer their knowledge across the curriculum and use it to frame future learning.

This supports our work towards a 3D curriculum that promotes remembering. Our 3D curriculum is designed so that knowledge is built upon term by term, year by year and between topics across a variety of year groups. This enables our children to gain and retain more knowledge and understanding.






MFL 3D Curriculum		
Vertical Links	Horizontal Links	Diagonal Links
<p>Concepts deliberately constructed within a subject that are encountered across year groups from Year 3 to Y6 (for example, the concept of SELF – how we feel in year 3, family tree in year 4. Talking about us in year 5 and Revisiting me in year 6)</p> 	<p>Links between subjects, commonly known as cross-curricular, or themed (for example, South America topic – year groups taught Spanish)</p> 	<p>Concepts connected across both year groups and across subjects (for example, cultural connections such as epiphany and Christmas).</p> 

## MFL Substantive Knowledge

The Primary Languages Network focuses on the knowledge and understanding needed for successful language acquisition. We return to these across the topics within our spiral curriculum design.

KS1: Community - Vocabulary







KS2: Community - Vocabulary – Speaking and Listening – Reading- Writing and Grammar

Community	Vocabulary	Speaking & Listening	Reading	Writing & Grammar
				
This gives us a focus on a large group of people living in a place.	This is an immersion of language. Exposure to a	This is an opportunity for children to understand how	This is the link between the grapheme and the phoneme.	Through scaffolded tasks and linguistic building blocks,

	This gives a focus on the difference knowledge makes to people	wide range of words (topic based) and celebrating the diversity within the school and the target language from year 3.	to listen, repeat and practice using words in the target language, through teacher lead activities, songs, rhymes, activities.	Children have the opportunity through repetition and visual supporting resources to link their knowledge of the word with its' sound.	children can see how the language is structured and link this with their knowledge of their first language.	
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### Disciplinary Knowledge – Thinking as a linguist

Disciplinary knowledge describes the varied steps that are taken to become a confident linguist. It is the skills children use when being a linguist. Within our MFL curriculum, supported by the Primary Languages Network, children will consider the following disciplinary themes when thinking linguistically:

Vocabulary	Listening	Speaking	Reading	Writing & Grammar	Cultural links
					
This is an immersion of language. Exposure and opportunities to use a wide range of words (topic based) and celebrating the diversity within the school and the target language from year 3.	This is an opportunity for children to hear the target language, to help with recognition.	This is an opportunity for children to repeat and practice using words in the target language, through teacher lead activities, songs, rhymes, activities. This is a focus on pronunciation.	This is the link between the grapheme and the phoneme. Children have the opportunity through repetition and visual supporting resources to link the word with its' sound.	Through scaffolded tasks and linguistic building blocks, children are given a range of opportunities to express themselves in the target language, in paper.	This is the link between the our community and wider world. This is the use of the focus language specifically in terms of life in France.

### Local Knowledge, Enrichment & Cultural Capital

#### Local knowledge and community

At HLF, we value the importance of our local community. Within our curriculum our children learn about the history of our local area, the significant people who have played a part in it and the places of interest and importance both 'then' and 'now'. We learn about cultural festivals and welcome parents and children sharing their experiences within the classes and as a whole school. In EYFS, our children complete "Wonderful World of Me" boards, which are displayed in class and discussed.

#### Enrichment

We provide enrichment opportunities that can happen inside or outside of the school but that complement classroom instruction. The aim is for our children to try new and varied activities that help to develop character, resilience, and motivation, and that encourage our children to pursue their interests and become lifelong learners. We know that enrichment activities can empower children to develop skills, discover passions, and foster a well-rounded education. We have a Language of the Month, which celebrates diversity within our school. This is celebrated within an assembly and displayed within each site in the School hall. We are proud of the rich cultures and languages which embody our school. We also celebrate languages spoken in our classes on our classroom doors. It is also discussed and celebrated throughout PSHE (Good to be me) and RE curriculums.

#### Enrichment opportunities within the curriculum

Our topic lead curriculum can support the acquisition of languages, at HLF. This allows us to create opportunities that ensure cultural capital and enrichment opportunities extend the curriculum offer for all pupils.

**Topics:**

- Some foci on specific countries/continents allow us to link with a variety of languages/cultures.
- Historical time periods such as the Romans can lead to an introduction to other languages.

These events can include:

- Celebration days (European Day of Languages)
- Epiphany links
- Stand-alone language lessons.
- Tasting foods from different cultures.

Where possible we develop children’s linguistic and cultural curiosity:

- Trying variety of foods
- online sources
- pictures
- real life stories - visiting parents e.g. Argentinian parents bringing foods/stories from their culture to year 3 2023.

**Cultural Capital**

These are the opportunities such as trips, visits, local walks and interactions with members of our local community that our woven through our curriculum that give children the essential knowledge needed to be educated citizens that have an appreciation of how human creativity and achievement in the past has, and continues to, influence our lives.

**Implementation – How do we deliver the curriculum?**

**-The strategies and steps that we take every day to achieve our curriculum intent**

**Sequencing**

In EYFS and KS1, we celebrate languages spoken and continue to celebrate our rich diversity throughout the school.

Our MFL curriculum is taught across each KS2 year group in units created by the Primary Languages Network, supporting DfE objectives. This enables our children to build a depth of knowledge, acquire and practice key skills and embed vocabulary. Each unit is strategically planned to build upon prior learning with opportunities to introduce and revisit the target language. These are outlined below:

**Stage 1 – Beginning**

	Listen attentively	Explore the patterns and sounds of language	Engage in conversations	Speak in sentences	Develop accurate pronunciation	Present ideas and information orally	Read carefully and show understanding	Appreciate stories and songs	Broaden their vocabulary	Write phrases from memory	Describe people, places and things in writing	Understand basic grammar
<b>Listening</b>												
<b>Speaking</b>												
<b>Reading</b>												
<b>Writing</b>												
<b>Grammar</b>												
Autumn 1: A new start	L1 ✓	L5 ✓	L3 ✓	L3 ✓	L4 ✓			L1 ✓	L6 ✓		L5 ✓	L3 ✓
Autumn 2: Calendar and celebrations	L3 ✓	L1 ✓		L4 ✓	L4 ✓		L5 ✓	L6 ✓	L5 ✓			L2 ✓
Spring 1: Animals I like and don't like	L2 ✓	L1 ✓	L2 ✓	L3 ✓	L1 ✓	L3 ✓	L5 ✓	L5 ✓	L4 ✓	L6 ✓	L6 ✓	L4 ✓
Spring 2: Carnival and playground games	L1 ✓	L1 ✓	L3 ✓	L4 ✓	L3 ✓	L4 ✓	L2 ✓	L2 ✓	L6 ✓	L5 ✓	L4 ✓	L5 ✓
Summer 1: Fruit and vegetable nouns, Hungry Giant	L1 ✓	L1 ✓	L4 ✓	L4 ✓	L2 ✓	L2 ✓	L3 ✓	L3 ✓	L5 ✓	L6 ✓	L6 ✓	L4 ✓
Summer 2: Going on a picnic	L1 ✓	L1 ✓	L1 ✓	L1 ✓	L3 ✓	L3 ✓	L2 ✓	L2 ✓	L2 ✓	L3 ✓	L3 ✓	L1 ✓
Summer 2: Aliens in France/Spain/ Germany	L4 ✓	L4 ✓	L4 ✓	L4 ✓	L5 ✓	L5 ✓	L5 ✓	L5 ✓	L4 ✓	L5 ✓	L5 ✓	L5 ✓



**Stage 2 – Revisit and develop**

Listening	Listen attentively	Explore the patterns and sounds of language	Engage in conversations	Speak in sentences	Develop accurate pronunciation	Present ideas and information orally	Read carefully and show understanding	Appreciate stories and songs	Broaden their vocabulary	Write phrases from memory	Describe people, places and things in writing	Understand basic grammar
Speaking												
Reading												
Writing												
Grammar												
Autumn 1: Welcome to school	L1	L5	L1	L1	L2		L6	L4	L4		L6	L5
Autumn 2: My town, your town	L1	L2	L5	L3	L3	L6	L2	L1	L4	L6	L5	L5
Spring 1: Family tree	L1	L2	L3	L2	L2	L3	L2	L2	L2	L3	L3	L3
Spring 1: Faces	L4	L4	L5	L5	L4	L4	L4	L4	L5	L6	L6	L6
Spring 2: Body parts (Yoga)	L1	L2	L3	L3	L1	L4	L3	L1	L4	L6	L6	L5
Summer 1: Feeling unwell	L1	L1	L2	L2	L1	L2	L2	L2	L1	L2	L2	L1
Summer 1: Jungle animals	L3	L3	L3	L4	L3	L5	L4	L4	L3	L6	L6	L5
Summer 2: The weather	L1	L1	L3	L3	L2	L3	L2	L2	L1	L3	L3	L3
Summer 2: Ice creams	L4	L4	L5	L5	L4	L5	L4		L4	L5	L5	L5

**Stage 3 – Revisit and extend**

Listening	Listen attentively	Explore the patterns and sounds of language	Engage in conversations	Speak in sentences	Develop accurate pronunciation	Present ideas and information orally	Read carefully and show understanding	Appreciate stories and songs	Broaden their vocabulary	Write phrases from memory	Describe people, places and things in writing	Understand basic grammar
Speaking												
Reading												
Writing												
Grammar												
Autumn 1: All about us	L1	L2	L2	L3	L2	L2	L4	L1	L4	L4	L4	L4
Autumn 1: School subjects and opinions	L5	L5	L6	L6	L5	L6	L5	L5	L5	L6	L6	L6
Autumn 2: In the city	L2	L2	L5	L4	L3	L4	L1	L1	L6	L6	L4	L3
Spring 1: Healthy eating	L1	L1	L2	L3	L2	L3	L1	L2	L2	L2	L2	L1
Spring 1: Going to market	L4	L4	L5	L5	L4	L5	L6	L6	L5	L6	L6	L6
Spring 2: Clothes	L1	L1	L2	L2	L3	L4	L5	L5	L1	L6	L4	L2
Summer 1: Out of this world	L1	L3	L2	L2	L4	L3	L4	L4	L5	L6	L6	L3
Summer 2: Going to the seaside	L1	L2	L2	L3	L1	L4	L5	L5	L1	L4	L5	L3

**Stage 4 – Revisit and enhance**

Listening	Listen attentively	Explore the patterns and sounds of language	Engage in conversations	Speak in sentences	Develop accurate pronunciation	Present ideas and information orally	Read carefully and show understanding	Appreciate stories and songs	Broaden their vocabulary	Write phrases from memory	Describe people, places and things in writing	Understand basic grammar
Speaking												
Reading												
Writing												
Grammar												
Autumn 1: Revisiting me	L1	L1	L2	L1	L2	L2	L2	L2	L2	L2	L2	L2
Autumn 1: Daily life of a superhero (Including Time)	L3	L3	L6	L5	L3	L5	L5	L5	L4	L5	L5	L4
Autumn 2: Homes and houses	L1	L2	L4	L4	L2	L4	L3	L6	L5	L4	L3	L6
Spring 1: Playing and enjoying sport	L1	L1	L2	L3	L5	L5	L1	L2	L1	L5	L5	L4
Spring 2: Funfair and favourites	L1	L2	L5	L3	L2	L4	L2	L6	L1	L4	L5	L3
Summer 1: Café culture (F, G) Tapas (S)	L4	L1	L6	L2	L3	L5	L5	L1	L2	L4	L5	L6
Summer 2: Performance Time	L1	L1	L3	L3	L2	L3	L1	L1	L5	L2	L4	L6

Pedagogy				
Key Principles for Effective Teaching & Learning at Hove Learning Federation				
high expectations 	quality first and adaptive teaching 	developing learning behaviours 	relationships and environment 	quality of instruction 
inspire, support and challenge 	layered modelling to ensure access for all children 	subject knowledge and mastery 	effective questioning and feedback 	'making it stick' - transferring knowledge to long-term memory 

### Key Theories & Evidence Based Research to design lessons and units

Below are the key theories and research that underpin our approach to pedagogy and guide our curriculum design. They are used to promote high quality teaching and used in staff CPD to develop strategies that ensure consistency of standards and pedagogical understanding.

<b>Sweller's cognitive load theory</b> 	<b>Rosenshine's principles of instruction</b> 	<b>Cain and Oakhill's vocabulary instruction</b> 	<b>Maslow's Hierarchy of Needs</b> 
<b>Fiorella and Mayer's generative learning practice</b> 	<b>Ebbinghaus' forgetting curve</b> 	<b>Interleaving and Spacing</b> 	<b>Bloom's Taxonomy</b> 
<b>Retrieval Practice</b> 	<b>Bruner's Spiral Curriculum</b> 	<b>Pupil Book Study</b> 	<b>Education Endowment Foundation</b> 

### Assessment

Assessment opportunities are continuous and form a key part of our teaching and learning.  
**Formative assessment** opportunities are planned in throughout our lesson model (see examples below).  
**Summative assessment** – opportunities are planned in at the end of units and the end of the year.

Examples of in class formative assessment opportunities				
deliberate practice and rephrasing of taught content 	cumulative quizzing within the learning sequence 	structured discussions in class 	retrieval and recall 	explaining and challenge partner talk 
self and peer assessment 	teacher feedback and summaries 	diagnostic questioning 	higher order thinking and exit tickets 	summarising and explaining the Thinking Question from the sequence 
rephrasing and thinking out loud 	key vocabulary use and application 	Professor Prove It 	Deep Diver and Submarine challenges 	lesson to lesson, unit to unit, term by term, end of year feedback & concept questions 

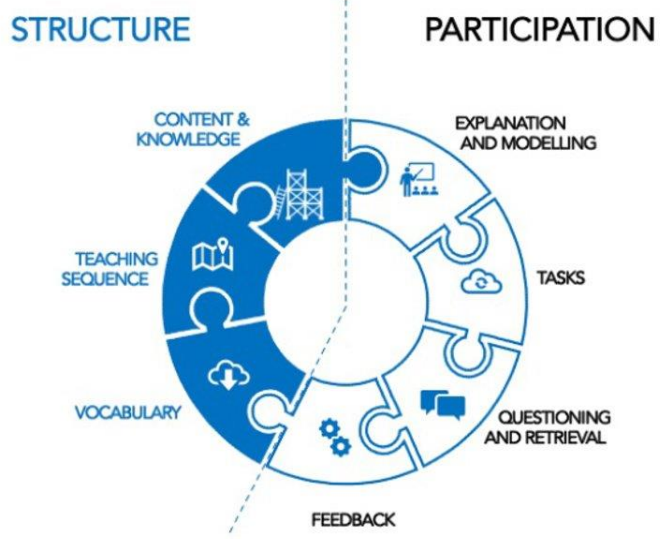
### Mapping and Planning – 7 Lenses

Alex Bedford's Pupil Book Study approach to quality assuring the curriculum helps us to evaluate curriculum structures, teaching methods, pupil participation and response through a dialogic model.

When undertaking these tasks, we ask the following key questions:

- How well do our children remember the content that they have been taught?
- Do books and children discussions radiate excellence?
- Does learning 'travel' with our children and can they deliberately reuse it in more sophisticated contexts?

To ensure our monitoring is thorough and targeted, we identify what is helping and hindering by looking at structure and participation (see table below).



Pupil Book Study 7 Lenses						
STRUCTURE			PARTICIPATION			
Content and Knowledge	Teaching Sequence	Vocabulary	Explanation and Modelling	Tasks	Questioning and Retrieval	Feedback

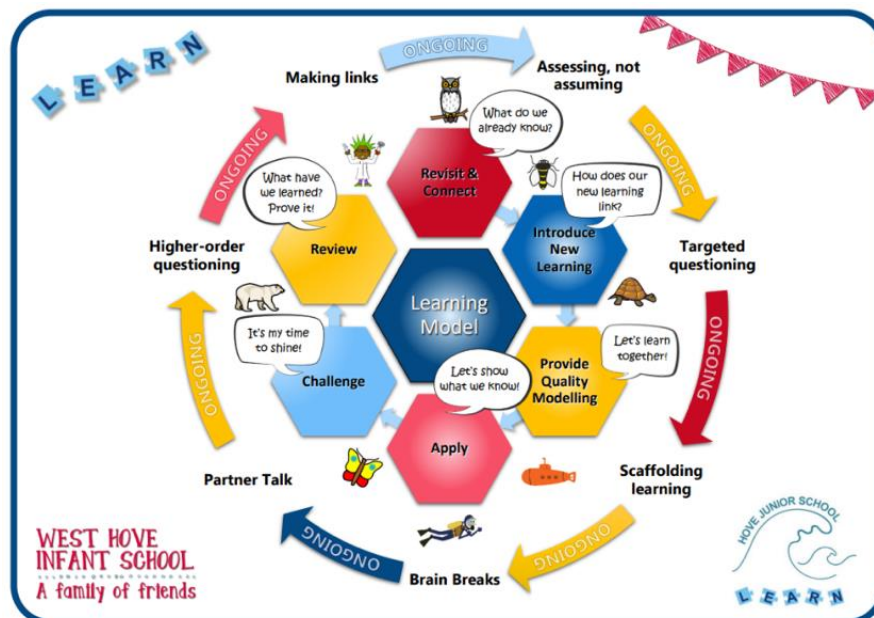
## Lesson Structure/Model

### Learning Model: The Enacted Curriculum

To ensure constant quality-first teaching across the curriculum we have developed the Hove Learning Federation Learning Model. As illustrated in our visual guide below, each stage of the model has been carefully crafted on the most up to date evidence based research. It is a model designed to give enable all children to:

- Revisit prior learning from previous lessons and linked units from past terms and years.
- Make links with this learnt knowledge and new learning.
- Access new learning through skilled teacher modelling.
- Apply new understanding and skills with partner and independent work.
- Experience challenge at their level.
- Review the learning for that day and be guided to see how their understanding has deepened.

Teachers do not make assumptions about children's understanding but use a range of Assessment for Learning strategies to adjust lesson content and pace so that they are delivering the right knowledge and skills for the children they have in front of them. Learning is scaffolded to be inclusive to all and brain breaks and partner talk keep the learning engaging, accessible and challenging. Higher order questioning is used to guide children to make links and encourage considered thinking. Staff receive regular CPD on each element of the Learning Model. Areas for development are pinpointed through monitoring and targeted for improvement.



## Environment and Resources

We utilise a wide variety high-quality images and diagrams within the teaching resources we provide for our children. These are carefully designed and dual coded to minimise cognitive overload and allow each child access to their learning in the most inclusive way. Wherever possible we use inspiring images, that can be zoomed in on to explain difficult concepts and images that spark discussion and challenge thinking. The use of all resources is modelled carefully by teachers so that every child knows how to succeed in each lesson.

## Diversity and Identity across the MFL Curriculum












Through our planning and curriculum mapping, we celebrate the diversity within our community and the wider world and develop confidence in individual identity through our tailored curriculum. We have a French working wall, Language of the Month display and Language of the Week resources. We celebrate Days such as European Day of Languages and embrace opportunities to celebrate diversity. We promote equality and use examples of where this has not always been the case in the past to support learning and promote tolerance. As a team, we are constantly striving to ensure we recognise and celebrate diversity and adapt our practice accordingly.

Diversity and Identity Across the MFL Curriculum							
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Autumn	"Wonderful World of me" All about me	All about me Democracy & Global Citizenship - PSHE	Democracy & Global Citizenship - PSHE	European Day of Languages.			
				Celebrations specific to France and cultural links Being a global citizen - PSHE.	Being a global citizen - PSHE.		
Spring	Good to be me – PSHE	Good to be me – PSHE	Good to be me – PSHE	Good to be me – PSHE Global Citizenship – Growing an anti-racist school - PSHE	Epiphany Good to be me – PSHE Citizenship – Growing an anti-racist school - PSHE	Space travellers ID Good to be me – PSHE Citizenship – Growing an anti-racist school - PSHE	Good to be me – PSHE Citizenship – Growing an anti-racist school - PSHE
Summer	Class countries						

### SEND & Inclusive Learning

We adapt the curriculum to meet the needs of all our children so that everyone can access the learning, build on their prior knowledge, and understand the skills needed to become linguists.

We do this by:

	-Identifying the CRITICAL CORE CONTENT that pupils with SEND need to know and use.
	-CHUNKING knowledge and knowledge notes/models in manageable sections
	-Teachers use structured RESPONSIVE FRAMEWORKS (including the use of stem sentences and sentence stems) to promote hard thinking
	-Teachers use structured DELIBERATE PRACTICE to increase attention and retention
	-Pupils with SEND are entitled to think hard. We use structured CHALLENGE FRAMEWORKS to promote hard thinking, drawing on the content, including explain the word connections and sequenced thinking paths
	· Dual coding (using CIP and symbols from the Noun Project) is used to pre-teach tier 2 and 3 vocabulary and is included on all lesson slides, core knowledge files and knowledge strips in Key Stage 2, and all activity sheets in Key Stage 1.
	· Higher level challenge partners and talking trios are used to ensure children with SEN and or EAL are provided with high quality talk and modelled language of history skills.
	· Activities ensure children with SEN or EAL can access tasks appropriately and share their understanding of historical concepts.
	· Differentiation and scaffolds are included where appropriate to enable access to learning and ensure children make at least expected progress.
	· Pictures and quotes are taken from children with SEN and or EAL to ensure evidence is recorded in books and on The Portal (EYFS)
	· EEF 5-A-Day approaches/strategies are reviewed and incorporated into our lessons 1 – explicit instruction, 2 – cognitive and metacognitive strategies, 3 – scaffolding, 4 – flexible grouping, 5 – using technology

## Impact – How do we know our curriculum is effective?




### Evidencing the standards of Teaching and Learning

In order to identify the impact our curriculum is having on our pupils, we check the extent to which learning has become permanently embedded in children’s long-term memory in addition to looking for excellence in their outcomes. At HLF, we use a number of tools to quality assure the implementation and impact of our curriculum such as:

- Pupil Book Studies (Subject Reviews & Shallow Splashes)
- Subject Meetings
- Subject analysis & Action plans
- Formative and Summative Assessment
- Learning observations/drop ins (subject lead, year/phase lead and SLT)
- CPD for all staff
- Governors
- Recent successes
- Next steps

### Hove Learning Federation Impact




Children leave Hove Learning Federation as deeply knowledgeable and skilful learners who can set targets and believe in themselves to achieve them. They understand how to be socially, morally, spiritually and culturally responsible and aware. They are able to make positive contributions to the local and wider community and strive to be the best that they can be.

<b>Learning Behaviours</b>	<b>Emotional</b> 	Names and expresses emotions  Manages impulses of personal behaviour	Shows pride in successes	<b>Social</b> 	Focuses on learning in class  Attentive to directions, listening to the teacher	Shows empathy and appreciates diversity	<b>Cognitive</b> 	Organises time and space for own learning  Sets goals and monitors own progress	Talks purposefully with peers, valuing other opinions
<b>Attitudes to Learning</b>	Love of Learning and lifelong learners	Positive	Curious and Inquisitive	Independent	Able to work in teams	Motivated and Hardworking	Resilient	Proud	Ready for secondary school
<b>Quality of Education</b>	Evidence of learning	Attainment	Progress	Skills, knowledge and understanding	Personal Development	Relationships between pupils and staff	Learning atmosphere and environment	Professional Development	School Improvement

### Pupil Book Studies – Subject Reviews & Shallow Splashes

At HLF, we have created our own monitoring systems that incorporate the key principles from the Pupil Book Study (see ‘Implementation’). They are called Subject Reviews and Shallow Splashes. Through this form of monitoring, we quality assure each subject by carrying out:

- 1) Learning walks – subject teams and SLT support teaching and learning and record positives and good practice to share and inspire
- 2) Flip/PowerPoint and planning looks – to check planning & resources meet the needs of all of our learners. We check against our lesson model, Rosenshine’s Principles of Instruction and the key theories & research that underpin our teaching philosophy
- 3) Book looks - to check for incremental small steps, sequencing, task design, scaffolds, personalisation, knowledge & skill progression, vocabulary, access, support & challenge
- 4) Pupil voice – to discuss the learning and see the subject through the eyes of the child. Part of our questioning is designed to assess the impact of our lessons, that they provide enjoyment, that children can articulate their learning with key vocabulary and that learning is ‘sticking’ in the children’s long-term memory

<p><b>lip/PowerPoint and planning look</b></p> 	<ul style="list-style-type: none"> <li>• Planning for small steps</li> <li>• Progress and learning over time</li> <li>• Knowledge and skills based</li> <li>• Child centred, active learning</li> <li>• Consistency with the use of the HLF Learning Model across year groups and sites</li> </ul>
<p><b>Book Look</b></p> 	<ul style="list-style-type: none"> <li>• Shows progress of knowledge and skills</li> <li>• Shows development of learning and understanding</li> <li>• Demonstrates a clear sequence of learning</li> <li>• High expectations, consistency and pride in work</li> </ul>
<p><b>Pupil Voice</b></p> 	<ul style="list-style-type: none"> <li>• Use precise vocabulary</li> <li>• Show a deep understanding of the learning</li> <li>• Are enthusiastic about their learning</li> <li>• Talk through the learning sequence</li> <li>• Highlight how the learning builds lesson to lesson and unit to unit</li> </ul>

Findings from our monitoring systems are categorised into positives and next steps. These can be specific to year group, to key stage or whole school (across the 3 sites). To ensure next steps are acted on, subject and year teams identify actions and assign responsibility. This monitoring feeds into our subject analysis and action plans (see 'Subject analysis and Action plans' below).

## Subject Meetings

Subject team meetings are timetabled regularly throughout the year. Time is set aside during staff meetings, INSET days and yearly meetings with SLT. The aims of these meetings are to:

- Review current practise and impact
- Set targets, identify actions, and create plans
- Discuss the latest research and evidence to ensure our subjects are up to date and plans are in place to progress
- Work towards our school key priorities
- Give time to professional development and to offer support to our teachers

## Subject analysis & Action plans

Each subject has an action plan for the academic year to monitor change and progress across a variety of objectives and goals within multiple areas (e.g., student, classroom, professional development, etc.). Using our school key priorities as a guide, our teams review and RAG their subjects throughout the year and set new targets each term. Each target is a story arc that shows how a subject leader has identified a next step, actioned it and reviewed the impact so that subject development is continuous and effective.

Each subject team uses the table below to reflect, plan, set actions, assess impact and discuss next steps.

What did you notice? (Why did you set this target?)	Action (What will you do?)	Intended Impact (What will this look like?)	Responsibility	By when	Evidence for Monitoring
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## Formative and Summative assessments

Our assessment structures are designed to ensure that our children will know more, remember more and be able to do more. A mixture of formative and summative assessments allows us to evaluate if our curriculum helps or hinders the goal of achieving persistent change in the long-term memory of our children.

### Formative Assessment

We assess formatively throughout each lesson using our learning model (see 'Implementation' section). This tool ensures each lesson is planned and delivered to maximise assessment opportunities. Teachers use this information to support, challenge and adapt the learning.

Each subject assesses in a range of different ways (see 'Implementation' section).

### **Summative Assessment**

Our curriculum is a progressive, spiral model. Teachers use deliberate summative assessment to measure if children are making progress as they journey through the curriculum. The range of summative assessment methods that teachers use build a picture of children's understanding of:

- Content and knowledge
- Use of vocabulary
- Ability to access the curriculum and thrive

All information gained from assessments are used to tailor, target and adapt future planning, teaching and learning.

## **Continuous Professional Development for all Staff**

*'High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.'* - EEF

Through each element of the monitoring process described above and assessments, subject leads know how well their subject is being taught and areas for development. As a result, staff meetings and inset days are carefully considered to provide a range of tailored CPD opportunities guaranteeing consistency of expectations and practice, and ensuring the highest quality teaching is taking place to improve pupil outcomes. The content of this CPD is then factored into year group meetings for year group teams to explore further over time.

As a school, we use a range of development methods to meet the needs of our staff. This includes:

- 1:1 using mentoring or coaching
- Guided collaborative group work
- Use of research based think pieces
- Professional modelling

## **Governors**

Our governors are with us on every step of our curriculum journey. They are critical friends who ask key questions, investigate patterns within the data, and support and challenge our reasoning when creating systems and devising new strategies. Subject teams are given opportunities to feedback to governors about their subject development and planned next steps. The purpose of this close relationship is to ensure governors have an in-depth understanding of what is happening in the classrooms so that they can play an active role in school development. SLT work closely with governors so that there is a shared understanding of how high quality teaching is improving pupil outcomes at Hove Learning Federation and that these successes are celebrated.