

## MFL Curriculum

### Intent

The MFL curriculum at Iqra Primary is extensive and comprehensive, designed to accommodate the diversity of learners from a multitude of backgrounds under the guidance of the National Curriculum whilst also working in close partnership with the British Council. The partnership with the British Council enables children to undertake projects, such as working on Arabic story-telling as a media production, further enhancing the children's language learning experiences and skills. Working alongside the British Council also enables children to extend their reach of language learning through networking with schools within the UK and abroad. The MFL curriculum also aims to prepare our children for the future in the UK as the British Council identifies Arabic as one of the top five languages most vital to the UK over the next twenty years.

As Iqra Primary School is a faith-based Islamic school with Islam at the heart of our ethos, the MFL curriculum, through the teaching of the Arabic language, aims to equip the children with the knowledge and skills required to become proficient and independent communicators in the Arabic language which is the primary source of spiritual guidance in the Quran.

The MFL curriculum consists of knowledge building strategies through the development of skills in the four areas of language learning; speaking, listening, reading and writing. The curriculum seeks to be inspiring, inclusive, and enjoyable with the aim to create enthusiastic learners and to develop positive attitudes to language learning. We orchestrate fun and creative Arabic activities as well as using a variety of songs and rhymes which enable a love for the language while simultaneously provoking a curiosity to know more about the language itself. The curriculum enables pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and writing. It also provides opportunities for pupils to communicate for practical purposes, learn new ways of thinking and to also open up different paths to learn a multitude of languages.

The MFL curriculum aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of 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
- can 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 Arabic language

## Implementation

In order for the pupils to make substantial progress, we have committed to one hour of Arabic lessons every week. It is vital that the children have the opportunity to listen attentively to the spoken language and then show their understanding by joining in and responding. This will enable the children to speak in sentences using familiar phrases and basic language structures.

The scheme of work covers oracy, literacy and cultural understanding. Language is taught to all children whatever their ability, providing learning opportunities that enable all pupils to make progress. Lessons also seek to enhance children's knowledge and understanding of the Arabic culture and traditions and any differences with their own. Children are introduced to new topics through oral work, songs, visual prompts, videos, flash cards, games, role-play. Initially, written Arabic is used only to reinforce oral-learning, however upper KS2 will have some written activities to complete.

Where possible, the teacher gives simple instructions in the target language. As year groups progress, consolidation is part of the curriculum. Each Year group will celebrate traditional Arabic Festivals and Customs appropriate to the time of year. By the end of Year 6 children will have awareness that Arabic is not only spoken in Arabia. Songs, stories and games will be used to reinforce learning across the Year groups. Children will be able to access a curriculum that will enable them to make effective decisions and links across other areas of learning. Children will have a respectful view of others and develop their own understanding of another language in addition to their own. Key vocabulary and specific aspects of learning will be supported by a knowledge organiser. This will be sent home in advance of the unit, and will allow children to make a head start on their learning, and will enable the parents and carers to have a clear understanding of what will be taught.

Teacher will use a range of assessment tools to provide adequate information to show the progress for each child and their development points. This includes:

- Assessment for learning
- Challenge tasks
- Enquiry tasks
- Quizzing, multiple choice and end of unit questions.
- Pupil voice

## Impact

We aim for our teaching of MFL to have a great impact on the lives of our children not only through the development of language & cultural skills, but also in laying the foundations for social mobility through the promotion of British Values as well as getting them ready for the next stages of their education.

The journey through MFL at Iqra Primary School ensures children possess the required provisions for an enriching learning experience where they embark upon their journey from the essentials of learning the Arabic letters to their destination of becoming independent Arabic communicators. This exploration enables children to collect incredible knowledge and skills along the way, developing a deep knowledge, understanding and appreciation for the Arabic language and culture, preparing and inspiring them to continue on in their quest to master the Arabic language.

The MFL subject leader will continually monitor the impact MFL teaching is having on the children's learning, to ensure the progress of knowledge and skills is being taught. They will also ensure the learning is retained by the children and continually revisited and that the learners are able to apply the skills they have been taught to a variety of different settings, showing increasing independence with their learning as they progress through KS2. Impact will also be measured by teachers, through key questioning within the lessons, child-led assessment such as success criteria grids, targets for learning and summative assessments, aimed at identifying gaps, targeting next steps in learning and shaping future planning.