



MFL Curriculum

Curriculum Intent

At Farnsfield St Michael's, MFL is taught predominantly at KS2 through weekly French lessons incorporating the speaking, listening, reading and writing knowledge and skills. This acquisition of another language during the primary years promotes enquiry and understanding of other cultures, developing a curiosity of the world around them. Children develop a range of French vocabulary and understanding of the language through termly topic themes from the basic numbers and colours through to more complex teaching of French grammar and written language, thus enabling them to express ideas and thoughts in French and respond to spoken and written forms. We encourage children to communicate for practical purposes and develop a confidence in doing so. We believe the basis we give children here at St Michael's will provide a foundation for learning further languages throughout KS3 and beyond and will equip pupils for visiting, studying and working in other countries, whatever their future aspirations may be.

Some teaching of vocabulary and use of key French phrases is woven into the teaching at KS1 to give the children some familiarity with the language in preparation for more formal lessons on KS2.

We enhance our classroom-based learning through themed days and links to other subject areas.

Year 3 - 6

**Pedagogical
Approach and
Strategies**

MFL is taught at Key Stage 2 following the Salut! Scheme of work.

Learning in parallel classes should mirror each other – linked to the half termly block of learning. However, individual classes could have individual lessons designed for them dependent upon the need e.g., additional lesson on a learning objective if you feel as though it has not been met by majority of children, or additional enhancement using other resources to fit in with other subjects or teaching.

Teaching and learning in MFL should follow the whole school model of best practice and include: New learning broken down into small steps from the Salut! scheme, using effective explanation, modelling and guided practice; Models, including worked examples and ‘thinking aloud’; Scaffolds for difficult tasks; Effective questioning that allows time for thinking and improving upon given responses – use ‘hands down’ approach to ensure participation by all; Informal and formal assessment opportunities, regularly check for understanding – ‘What have you understood?’; Guided practice before independent practice; Allow children to obtain a high success rate (appropriate level of challenge); Regular review of previous learning.

The teaching of French follows the statements on the MFL progression document which link directly to the planned teaching units and weekly lesson plans which are all available for teacher use.

MFL teaching and learning outcomes will cover 4 areas of learning:

- Speaking
- Listening
- Reading
- Writing

Evidence of depth and challenge will be through key questioning and any additional tasks set to challenge learners and develop their understanding and confidence in use of the language through all 4 areas.

	<p>PurpleMash can supplement the teaching of French through utilising the units and resources they have available. The 2challenge section can be used to check understanding and assess children's knowledge. The songs can be used as a challenge and provide opportunities for depth of study.</p>
<p>Timetabling</p>	<p>MFL will be taught weekly so children have regular opportunity to practice their skills and ensure knowledge retention.</p> <p>Teacher judgement will be required to determine how much MFL should be taught per week, however, the scheme of work offers around 30 minutes per week of new learning content. The progression document knowledge and skills need to be taught in depth. Some aspects may be able to be taught in one session, however, many will need to be returned to ensure knowledge retention.</p>
<p>French across and outside of the curriculum</p>	<p>There will be themed days planned across the curriculum planning cycle to enhance the teaching in French lessons across KS2 and whole school.</p> <p>In addition to weekly lessons in KS2, it is expected that all children, in all classes will be exposed to some French language and key vocabulary and phrases. This can be done through register times, learning of numbers, alphabet, days, months and key phrases of use in the classroom environment. Details of these are provided to teachers and available through the Salut! Online learning materials.</p>
<p>Vocabulary</p>	<p>The acquisition of new vocabulary is key to the learning of a new language. There are vocabulary and word list available for each lesson. It is also key that these new words are put into context and used accurately in spoken and written form. There is support for this for the teaching and learning through each scheme of work and lesson plan. The accurate pronunciation of these words and phrases can be heard following the Salut! Scheme of work and lesson plans. This is useful to support the teachers prior to the lesson but also the children during the lesson to hear the correct pronunciation of the new vocabulary.</p>
<p>Expectations for recording children's work</p>	<p>As this subject is often through oral practice and development of speaking and listening skills, there may not always be evidence of written work. However, there are supporting resources and worksheets to accompany the teaching and learning which may be utilised.</p>

	<p>From September 2023 all children in KS2 will have a book to record their French work in. this way progress and coverage can be tracked by the subject leader more easily. Any written work must be recorded in the French books. WALT to be written underneath the full date and underlined with a ruler.</p> <p>Work can also be evidenced in display work and in floor books or work on Purple Mash platform can be saved to their online folders.</p> <p>High levels of presentation with all work – Beautiful Books. High expectations for spelling and punctuation and use of accurate French vocabulary – vocabulary and word lists are available for all lessons.</p>
<p>Expectations for marking</p>	<p>Teachers to at least acknowledge work with tick.</p> <p>Comments written when appropriate to develop understanding and knowledge i.e encouraging the correct vocabulary. Comments should also promote depth and challenge.</p> <p>Teachers to mark in green pen.</p> <p>If written feedback given that requires response, then time must given in the next lesson for children to respond.</p> <p>Preferable, feedback to be immediate and acted upon with the lesson.</p> <p>Teachers should mark according to the Feedback and Marking Policy.</p>
<p>Expectations for absent children</p>	<p>Teachers to ensure children given recap of lessons missed/previous learning. This can take place as good practice at the beginning of the next lesson.</p> <p>The core units from Year 3 will be repeated in brief at the beginning of each year to ensure all children have core phrases and vocabulary.</p>
<p>Environment</p>	<p>Resources should be of good quality and there should be enough to support all pupils that may need to access them. As most resources for the scheme are interactive smart screen based, these may need to be adjusted accordingly to meet the needs of all learners.</p> <p>Vocabulary lists on display to support children in key phrases and topics.</p> <p>Examples of children’s work may be displayed.</p>

EAL provision	As with any subject, provision for learners with EAL is paramount. Translations for the written English may need to be in place where appropriate. However, the teaching of the French syllabus will be the same for all learners. There may be connection which can be made between the first language of the child and the French language. This would be interesting to explore further with the child.
Homework	There will be no formal homework set in this subject. However, teachers may wish to send homework to support the teaching in this subject as and when appropriate. Key word lists may be sent home at the beginning of each term/unit of work.
Curriculum adaptations	All children, regardless of need, should have relevant adaptations made to ensure that they can access learning in MFL lessons. These adaptations may include: <ul data-bbox="401 711 1354 967" style="list-style-type: none">• the use of picture cues/symbols as necessary,• having targeted group/collaboration/paired work where appropriate,• additional levels of scaffolding/modelling,• different/adapted equipment where required,• level of challenge appropriate to child's age and developmental stage,• adult support if required.