

Modern Foreign Languages (French) INTENT - to what do we aspire for our children?

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Source: National Curriculum 2013

At HPPS MfL develops the school's 4 key drivers in the following ways:

Excellence

- Foster enthusiasm for language learning
- Provide a secure foundation for future language learning
- Stimulate and encourage children's curiosity about language and creativity in experimenting with it

Equity

- Stimulate and encourage children's curiosity about language by experimenting with it
- Make language learning enjoyable and accessible to all pupils
- Provide opportunities to develop speaking and listening and oracy skills

Character

- Develop an appreciation of French cultures and languages
- Develop a deeper understanding of French communities and people
- Develop a sense of global citizenship

Community

- Support children to develop their awareness of cultural similarities and differences
- Develop positive attitudes to linguistic diversity within our school
- Recognise and challenge stereotypes
- Develop awareness of the need to listen to others' contributions and to work together.

MfL pillars underpin the successful learning of a different language:

- The system of the sounds of a language and how these are represented in written words
- Vocabulary
- Grammar, including inflectional and/or derivational features and syntax

Aims of the MfL Curriculum

- 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.

Long term sequence

Our curriculum follows the principles of instruction, is guided by understanding how the memory works and cognitive load theory.

Year	Block A	Block B	Block C	Block D	Block E	Block F
3	Greetings and the classroom	Colours, emotions and numbers 0 -10	Introductions and questions	Working together (Following instructions)	Playing together (Asking to play)	Eating together
4	The calendar (Days, months, date)	Colours, emotions and numbers 0-20	Items from daily life (Clothes)	Learning together (Subjects and school)	The natural world (Animals and plants)	Celebration (Bastille Day)
5	Local places (Amenities)	Emotions and numbers 0- 100	Friends and family	Working together	Playing together (Sports and hobbies)	Eating together (Preparing a meal)
6	Where I live (Homes)	Emotions and numbers – beyond 100	Items from daily life (Money and personal effects)	Learning together	The natural world (The environment)	Visiting France (Directions and transport)

Phonic progression

Most of the units have a suggested phonic focus, detailing the individual sounds (phonemes) and phonological skills practised in that unit. There is progression over the units. In the early units the emphasis is on introducing individual phonemes, getting children to practise hearing these sounds, and comparing each with the letter or combination of letters that represents it. There are also suggested activities where children discriminate between similar sounds and practise segmenting words into individual phonemes, i.e. trying to hear each individual sound within a word.

Prior learning/key knowledge is detailed on the plans to ensure that knowledge is revisited and built upon.

IMPLEMENTATION - how will we deliver the curriculum?

Linking curriculum and pedagogy

MFL is taught weekly for 30 minutes in KS2. It is not a requirement for KS1 or EYFS, however children are introduced to languages when exploring other areas of the curriculum.

- Lesson structure follows the CUSP model – Connect, Explain, Example, Attempt, Apply and Challenge.
- Each lesson includes a phonics section.
- The curriculum provides a clear progression for the development of speaking and listening and vocabulary acquisition.
- We build children's confidence through praise for any contribution they make in the foreign language, however tentative

Lesson design



Connect



Explain



Example



Attempt



Apply



Challenge

Each lesson follows the model above.

- CONNECT to prior knowledge
- EXPLAIN new content
- give an EXAMPLE of new learning
- Pupils ATTEMPT new learning with scaffolding
- APPLY new learning independently
- Pupils are CHALLENGED to integrate learning with prior knowledge

We aim to **enrich the curriculum** with:

- MFL after school club for KS2 children
- Key Stage 1 learning a French song

Special Educational Needs

The curriculum at Headley Park is inherently designed to support pupils with SEND through universal quality first teaching. This includes:

- High expectations and aspirations for all learners
- A carefully structured and sequenced curriculum, specifically designed around how pupils learn
- Pre-planned and focused direct vocabulary instruction
- Modelling and demonstration
- Chunked instructions which are supported by visuals and gestures
- The use of manipulatives and multi-sensory approaches to enhance the curriculum
- Review, recall, repetition and retrieval
- Frequent formative assessment as teachers check for understanding
- Accurate and regular feedback

However, we recognise some pupils need provision ‘additional to’ quality first teaching in order to reach their potential as scientists. This includes:

- Carefully considered scaffolding
- Pre and post-teaching
- Pre-planned management of cognitive load
- Explicit instruction and modelling
- Structured challenge, without ceilings
- Alternative ways of recording
- Additional targeted adult support

In some instances, specialist adaptations are made to support the specific barriers of individual pupils.

IMPACT - how do we know our curriculum is effective?

Pupil Voice

- Speak and read aloud with confidence and accuracy in pronunciation
- Use French vocabulary
- Able to meet and greet in French
- Explain how their learning has progressed over time
- Talk about the phonics and the grammar of their language learning
- Talk about 'why' they are learning a different language
- Explain how their learning builds on previous knowledge

High quality outcomes: book study (written outcomes to be seen in upper KS2)

- Demonstrates pride and effort
- Captures increasing understanding of French vocabulary and grammar

Assessment**Summative Assessment**

The curriculum is a progression model. Teachers will know whether students are making progress if they are learning more of the curriculum. The CUSP curriculum is designed to ensure sequencing of core knowledge, vocabulary, substantive concepts and disciplinary knowledge. They will know more, and remember more with the taught curriculum content. Essentially they will be able to do more with this knowledge in carefully designed learning tasks. This will be assessed using the Book Study approach - talking with pupils and looking at their books systematically to reveal:

- Content and knowledge
- Vocabulary
- How the pedagogy and taught curriculum helps/hinders their learning

Formative Assessment

Pupils will be assessed formatively as each lesson progresses. Pupils will be given tasks from which the teachers will draw conclusions. Adaptations will then be made as a result of that evidence.

Strategies that might be used are:

- Making explicit the learning intention and success criteria
- Eliciting evidence of pupils' prior knowledge
- Feeding back at the point of learning
- Inclusive questioning i.e. cold call, mini whiteboards
- Retrieval practice i.e. cumulative quizzing