



## MFL (French)

Vision: 'Every child a Linguist'

*'You live a new life for every language you speak. If you only know one language, you only live once.'*

Czech proverb.

**Intent: What do we hope to achieve by teaching MFL?**

Aims:

We aim to enable all pupils to become proficient and confident learners in French (Modern Foreign Languages) by developing the following essential characteristics:

- All children will develop accurate pronunciation and intonation so that others understanding when they are speaking or reading aloud.
- All children will be able to read French carefully and accurately and be able to write **phrases** from memory and adapt these to create new sentences or ideas.
- All children will listen carefully to spoken language and be encouraged to join in and respond.
- All children will have an awareness of the culture of the countries in which French is spoken.
- All children will be able to speak French creatively and using familiar vocabulary.
- All children will be independent in their learning and be able to draw upon a wide range of resources.
- Children will prioritise accurate reading and spelling of French vocabulary.
- Children's understanding of language and vocabulary will be extended through spoken and written tasks.

**Implementation: How is MFL organised and taught**

At Binfield Church of England School, MFL is taught through the scheme of work called CGP Salut once a week. It includes a full Scheme of Work, complete with lesson outlines and practical classroom activities to support your teaching. The Scheme of Work is fully mapped to the KS2 Programme of Study for foreign languages — with each PoS (Programme of Study) statement broken down into measurable Learning Outcomes for each year. Over the year, children will progress in the four skills (reading, writing, speaking and listening) as well as being taught French grammar and about the French culture.



Each unit is designed to be taught over a half term. There is an interactive programme as well as songs where the children can practise the French vocabulary.

Staff at Binfield provide the following methods to enhance the teaching of French:

- Inspiring all children through their own enthusiasm for learning French.
- Secure knowledge of the pedagogy of teaching languages.
- Exposing children to other languages and cultures, including the many different languages spoken in our own school.
- Modelling good practice: rehearsing and refining pronunciation and grammar.
- Clear, progressive planning, allowing all children to make links within the subject and across subjects.
- Engaging lessons, employing the use of songs, games, role-play to appeal to a range of different learning styles.

### **'Power Tools for Learning'**

'Power Tools for Learning' are at the heart of our school's curriculum and we are a recognised 'Advanced Thinking School' (Exeter University). 'Power Tools' are a range of skills, attributes and tools taught from Year R upwards, which support pupils in becoming more independent, thinkers and learners. They include: De Bono's Thinking Hats, Hyerle's Thinking Maps, Claxton's Learning Muscles. Furthermore, within our curriculum, Bloom's Taxonomy (a model/hierarchy of thinking which starts at a simple level and becomes more complex) is integral, ensuring that deeper thinking and learning is required as pupils advance through each stage of learning. Together, these support staff in ensuring that suitable cognitive challenges are integrated across the curriculum and that pupils are equipped with the skills to learn independently, beyond school. We aim to ensure that all pupils are well prepared for the next stage of their educational careers by the time they leave us in Year 6.

### **Impact: What difference does it make and how do we know?**

In determining the impact of the French curriculum, we are essentially asking the question, 'How well have pupils developed the essential characteristics of a Linguist?'

We use 2 main methods to determine this: 1. Assessment (quantitative) through recorded conversations and 2. Feedback from the pupils, their parents and other stakeholders (qualitative) including invited linguists to have conversations with the children based on current curriculum.

### **Assessment**

At Binfield C.E. Primary School (VA), we assess YR pupils using the EYFS 'Development Matters Framework'. For Years 1-6, we use our own 'bespoke assessment' based on a 'best fit' model of what a typical child should achieve in each subject area. Assessment is an ongoing process and is used whilst teaching to support pupil learning - revising and revisiting knowledge as necessary, ensuring that pupils 'keep up' rather than 'catch up'. Enquiry questions are used as a tool at the beginning of a unit to inform staff and pupils of the intended learning and are answered at the end as a way of assessing learning.

A summative assessment is made for each child against the typical/expected standard and a determination made as to whether they have met the standard or not is recorded on the school's tracking system.

In YR, pupils are assessed using on-going observation and questioning from staff. Evidence is used to build up a picture of the child's achievements and level of independence over time and summative assessments are made each term. At the end of YR, a determination is made as to whether the child has met the Early Learning Goal

French is taught from years 3 to 6.

- Curriculum is suitable and well planned for the subject for year groups 3 to 6.



- Teachers will use their knowledge of the children in their class for their starting point and will address any barriers to learning through adaption.
- Appropriate action will be taken to ensure all pupils have a foundational knowledge of French.
- Teachers will use assessment (including recording conversations and written tasks) to check understanding and make any necessary changes.

### **Feedback**

We also value the feedback from the pupils themselves and from other stakeholders. These are captured informally (during lessons) but also more formally too e.g. through questionnaires, and comments submitted to the school.

This is what some of our stakeholder's say:

