

Aims and Purpose:

Vision: To help children build early language skills, cultural awareness, and cognitive development, giving them a strong foundation for future learning.

Intent: Our MFL curriculum intends to: -

- Develop children's interest of other languages and cultures through regular French lessons within KS2.
- Engage children through a variety of speaking, listening, reading and writing activities that are progressive and taught using the 'Euro Stars' scheme of work.
- Raise the profile of other languages and cultures throughout the school and

Key themes

- Listening
- Speaking
- Reading
- Writing



Modern Foreign Languages Digby Tedder Primary School

Planning and Sequencing from Year 3 to Year 6

Teachers use the National Curriculum guidance and our progression documents to accurately map the progression of skills and knowledge in MFL.

- French is taught on a 2 yearly cycle.
- The Staff use Rising Stars programme for MFL,
- A comprehensive programme is mapped out to identify skills, vocabulary and progression.
- An overview of key themes has been created to ensure coverage.
- This also ensures that the topics build on previous learning where possible and are sequenced to develop skills and knowledge.
- Differentiation is usually evident through adult support / scaffolding / expectations.
- Lessons begin with retrieval from previous learning to revisit and check knowledge is being retained. Any gaps in knowledge can then subsequently be addressed through a revisit and reflect.
- French is taught weekly.
- At the end of each unit, children are assessed as either 'met' or 'not met' in order to track progress and inform future planning / retrieval questions.
- In the entrance, it is clear which language we teach at Tedder.
- French labels are found throughout the school environment.
- EYFS and KS1 use basic French phrases within the classroom day.
- European Day of Languages is celebrated across the school where children become exposed to a variety of European languages.

Assessment

- Skills and knowledge will be demonstrated by children through questioning, retrievals and practical tasks.
- Teachers will address misconceptions as they arise and plan to revisit key areas where needed (for example, through retrieval).
- Verbal / written feedback is given to support and assess progress and attainment.
- During Subject Days and Gov monitoring, subject lead will look at planning coverage, books and sample teaching in lessons where possible.
- Termly assessments are shared with all staff to give a picture of progress and saved on staff drive.
- Subject lead will talk to children about their views on the subject as well as check understanding / learning.
- Subject lead will talk with teaching staff for their views.

SEND

Use of visual representations to support with reading French vocabulary.

Use of IT for pronunciation support.

Flashcard and regular repetition of key vocabulary.

Prior teaching of key vocabulary.

Mixed ability partners when focusing on speaking to model accurately.

Challenge

To learn and use the vocabulary within the 'Additional Flashcards'.

To model conversing in French

To focus on spelling as well as pronunciation.

To engage with further reading / French texts within the classroom.