

MFL One Page Overview

Intent:

Living: Children will have the knowledge and understanding to become citizens of the world, appreciating the important role being multilingual plays in communicating with other people.



Caring and Nurturing: Children will develop a love and passion for languages and an appreciation of different cultures that will last a lifetime.



Learn: Children will ask questions to understand the importance of learning a new language; seek to discover new languages of choice; and find ways to improve their own and others' spoken and written language skills.



Here at Westwood with Iford's we have developed a French language curriculum that offers high quality language input delivered through engaging, weekly language lessons and half termly buzz days in order to capitalise on the existing language skills held by our community.

- Key stage 2 children will have access to at least thirty minutes of language lessons per week.
- Half termly French Buzz days will occur, giving children the opportunity to express their acquired language skills and to develop an appreciation of the culture.
- The curriculum overview is progressive and varied.
- Staff will be supported to develop their pedagogy and feel confident in lesson delivery.
- Teachers, with the support of the MFL Leader, will assess children throughout the year, with groups in need of additional support identified and targeted.
- A developing library of language resources is accessible for children who wish to further their language skills.
- We strive to embed the skills of listening, speaking, reading and writing necessary to enable children to use and apply their French learning in a variety of contexts and lay the foundations for future language learning.

Implement:

Coverage through MFL curriculum:

- Teacher or HLTA teaches French lessons to Years 3, 4 and 5.
- Half termly French Buzz days to take place in Year 6 in the Summer term.
- Twinkl planning and resources used to deliver French lessons.
- Twinkl offers full support to teachers with full guides to language, grammar, phonics and pronunciation.
- Detailed step by step lesson plans are provided.
- Lessons are based around relevant areas for each year group.
- Work is recorded through pupil voice, some printed resources and worksheets.
- Coverage and progress is recorded and monitored through use of Big Blue Books.
- -displays are used to remind children of key vocabulary
- -practical activities, songs and games are used to help improve memory and recall.
- -In the classroom where possible instructions are given in French to expose children to the language as much as possible and 1 day to day contexts.
- -Visual prompts are used to support children in translating new vocabulary.
- -Word mats/ Knowledge organisers are available for children to have out on desks to support their learning and recap previous learning.

Assessment:

- Ongoing teacher assessment within lessons
- Termly book looks
- Pupil voice carried out (Questionnaire before lessons begin and again at end of term)

Monitoring:

- Staff questionnaire used to establish levels of confidence
- Learning walk/drop-ins scheduled
- Pupil voice sessions completed half termly
- Big Blue Books monitored half termly

Impact:

We strive to ensure that our pupil's attainment is in line or exceeds their potential when we consider the varied starting points of all our children. The learning challenges used and progression grids used to plan and teach MFL, ensure that children are accessing work at age related expectations, with regular opportunities to be challenged through higher-level objectives.

CPD/monitoring:

Deliver to staff long term plan outlining which units to cover throughout the year.

Show and support staff to access planning and resources available.

Community/families:

Encourage our families to...

1. Take their child to a museum
2. Celebrate French holidays.
3. Cook a French meal.
4. Watch a French movie.
5. Listen to French music.

Current Priorities

To provide opportunities for collaboration between colleagues to share best practise in the delivery of lessons and the recording of outcomes.

Next Steps

To introduce basic elements of French (e.g. greetings) into Early Years and Key Stage One.