

Intent

GROWTH:

We want pupils to develop the confidence to communicate in French for practical purposes, using both written and spoken French.

Develop skills in a progressive way so that children become engaged and independent Language Detectives.

RESILIENT:

Learning a new language can be challenging, but with regular opportunities to revisit prior learning, pupils will develop linguistic resilience that can be used across the curriculum.

OPPORTUNITIES:

MFL will provide opportunities to explore global issues while developing reading, writing and spoken language skills.

Pupils will be exposed to native French speakers to develop confidence and authenticity.

WONDER:

In addition to the oral and written language, pupils will develop an understanding of the French culture and traditions.

Opportunities such as celebrating Bastille Day will immerse pupils in the learning of French.

TEAM WORK:

Each lesson should incorporate opportunities for paired and group work through oral exercises.

Teaching will harvest a respect for other cultures, exploring issues of identity and diversity by considering similarities and differences.

HEAD, HEART, HANDS:

Pupils will be encouraged to develop a positive mind-set, through active learning, whilst gaining new knowledge and skills.

Pupils will develop the confidence to 'just give it a go'.

Subject on a Page

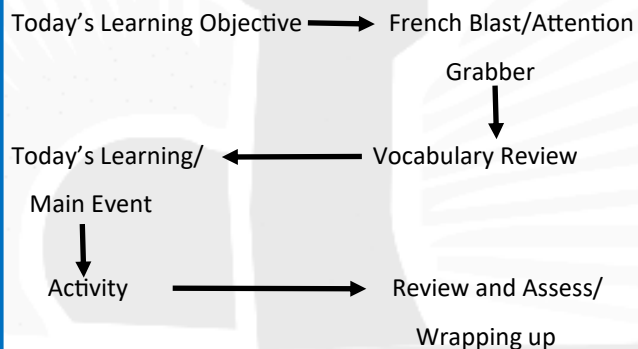
FRENCH

Implementation: Planning

We use the Kapow scheme to support our teaching of MFL, ensuring coverage of knowledge and skills from the National Curriculum.

Pupils receive a weekly lesson that is supported through regular recaps of learning.

Implementation: Learning Sequence



Implementation: Teaching and Learning Pedagogies

Each French lesson begins with a 'French Blast/Attention Grabber'; an opportunity for children to use their speaking, listening and writing skills (either independently or with partners). This allows children to use retained knowledge from previously taught lessons, which will continue to aid them with their learning in the current lesson/topic.

The Kapow scheme is a spiral curriculum, with key skills and vocabulary revisited repeatedly with increasing complexity, allowing pupils to revise and build on their previous learning.

Implementation: Resources

⇒ Kapow-fully comprehensive scheme with resources provided.

⇒ Fluent French speaker delivering lessons

Implementation: Curriculum Links

Cross-curricular links are included throughout our French units, allowing children to make connections and apply their language skills to other areas of their learning.



Implementation: Environment

Classroom displays are expected to be functional working walls that aid teachers in their delivery and pupils in their learning. Therefore, a section within the classroom will display the relevant knowledge navigator and key vocabulary for the current unit of work. This may be added to or changed when necessary.

The positioning of table and chairs will be situated appropriately when active learning is taking place and additionally when group work/paired work is happening.

The classroom will be a prepared and organised environment ensuring children feel equipped and ready to become language detectives. Furthermore, having clear expectations within the classroom environment is essential to allow children to listen and respond well to both the teacher and each other. In turn, this will enable children to feel comfortable, willing and enthusiastic to participate in lessons.

Implementation: Feedback

Pupils are given regular, immediate feedback in lessons as this can have the biggest impact on learning. This is crucial when children are participating in oral activities to ensure accurate pronunciation.

In addition to this, pupils are informed of their progress towards their learning objectives through the use of stampers. Where appropriate, comments may be written in books to praise, support or further challenge pupils.

In some situations, pupils may provide peers with feedback.

Implementation: Support

Quality first teaching strategies to support all learners to reach their full potential.

Use of questioning to guide pupils to self support.

Scaffolding of tasks where appropriate to support independence whilst continuing to access the intended learning outcomes.

Direct adult support on a 1:1 or small group as required.

Learning challenges to stretch the more able.

Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all.

Impact: Evidencing

Written tasks and end of unit assessment quizzes are evident in French books.

Demonstrations of spoken language, listening and responding skills.

Computer generated work will be saved on the Pupil Drive of the school server.

Impact: Assessment

French Blasts/Attention Grabber tasks at the start of each lesson to assess prior learning and retention.

The impact of the scheme can be monitored continuously through live formative assessment (with both the whole class and individuals) alongside summative teacher assessments based around our 'Head, Heart, Hands' principles of assessment.

Each lesson includes guidance to support teachers in assessing pupils against the learning objectives and a multiple choice assessment quiz is provided at the end of each unit.

Impact: Monitoring

Follow the school's tiered approach to monitoring.

Book looks, pupil voice, learning walks and staff voice play an important part of our tier 1 monitoring.

Further monitoring through an annual more in depth dive with SLT.

