



Modern Foreign Languages (French)

OUR CORE AIM FOR MODERN FOREIGN LANGUAGES (FRENCH)

Our core aim for MFL is to give children a love of languages, to enable them to experience communicating in a different language and to prepare them for a secondary curriculum.

What do MFL lessons look like at Swiss Gardens Primary School?

Children's MFL lessons are taught regularly across the year in KS2. Children learn French and have lessons weekly every other half term, lessons are usually half an hour to an hour per week.

The content of language lessons across the school varies, teaching different topics using everyday language, geographical elements about France and French speaking countries and the different cultures, customs and traditions these countries have.

Language skills progress through the school by starting with mainly listening and speaking and then building up to incorporate increased reading and writing through LKS2 to UKS2. Language lessons aim to build a foundation for future language learning at KS3. Lessons are taught by the class teacher.

In MFL lessons, we would expect any observers to see (in no particular order!)

- Talk and questioning
- Enjoyment of a foreign language
- Appreciation and awareness of other cultures, customs and traditions
- Varied resources, depending upon the learning taking place each lesson
- Varied approaches to the lesson (such as discussions, songs, games, drama opportunities, individual written responses, observation of videos, etc.)
- Phonetic experiences that support French pronunciations in speaking, listening, reading and writing.
- Grammatical understanding that links French to English
- Building on prior learning to support understanding and memory
- Raising of questions
- Conversations
- Explicit exposure to new vocabulary
- Awe and wonder
- Resilience, success and achievement
- Taking risks
- Learning in line with the age-expectations set out by the national curriculum in conjunction with our school progression document

What does the children's work look like in MFL?

The majority of children's work in French is verbal in either conversations, practicing the vocabulary and pronunciation they have been taught or in response to songs, stories, videos etc. Some work is recorded in topic books or on paper that can be displayed for reference and celebration, in order for

children to show individual independence with the subject and as evidence of their growth of understanding. Written tasks will be more evident in UKS2.

French learning is achieved by teaching the language through everyday topics (greetings, food, likes and dislikes, the classroom etc)

Instant verbal feedback is the main way that we provide feedback in MFL lessons. As most work is verbal, the precision of using correct words and pronunciation is vital for immediate progress. This also boosts children's confidence in speaking in a different language and celebrating their achievements. Written work is marked alongside the children, in order for misconceptions or inaccuracies to be addressed through immediate dialogue. Therefore, the books will have limited written feedback (marking) from the staff to the children, as most feedback is provided orally for immediate impact within lessons.

How do the teachers plan for MFL?

First and foremost, the teachers are always striving to deliver – and for children to achieve – age appropriate expectations, adhering to national curriculum requirements in conjunction with the school's MFL progression document.

It is vital that MFL is planned as a progressive subject throughout the children's time at the school, building on and making links with previous learning.

MFL is always planned in the best way to enable the best learning and these decisions are made by the year team teachers, under the guidance of the MFL subject leader, as necessary.

There is a long-term overview of planned units of learning for the year to ensure full coverage of the learning. The medium-term plan then details finer specifics and the short-term plan sets out the fine details of the learning that must occur, the activities and tasks through which the learning will occur, the adult roles within the lessons, the key vocabulary focus, etc.

At Swiss Gardens, we use Twinkl Planit long term, medium term and short term plans for KS2. These clearly set out which topics and lessons cover the national curriculum objectives. This supports non specialist teachers with the pronunciation and grammatical support to ensure good subject knowledge.

How does the school know whether children are making good progress and attaining high standards in MFL?

The MFL subject leader (supported by SLT as necessary) monitors provision, progression and attainment e.g. via planning check-ins, lesson check-ins (observations), book looks, pupil interviews, teacher interviews. We have a close relationship with our local secondary school and use information from them along with the national curriculum to know where we would like our children to be at the end of year 6.

What happens if a child is finding MFL difficult?

We use a "mastery" approach to MFL, which means we are always striving for the vast majority of children to attain the same age-expected standards of learning at the same rate as each other. However, some children find MFL learning more challenging than others. For these children, the subject is made accessible in its very nature of varied teaching approaches, with plenty of discussion to which all children may contribute. Adult support and scaffolding is provided to ensure each child's MFL understanding is still effectively shared, in order for adults to properly know each child's true ability in this subject.

What happens if a child is achieving very high standards in MFL?

Where children are attaining particularly highly in MFL teachers extend their knowledge further through higher level questioning and/or task expectation. The teachers deepen these children's knowledge wherever possible. We would also talk to parents about the opportunities there might be for enrichment such as outside clubs or language course.

How do opportunities for MFL extend beyond each year group's lessons?

When opportunities arise, we make every effort to grab them. We are looking at the possibility of celebrating an International Languages day, planning to strengthen our links with our local secondary school for visits and correspondence and building our school relations with a French speaking school from Belgium who are visiting us in the Summer Term. We are expanding our library and with that would like to start including bilingual French/ English books for children to explore and enjoy.

Is there anything else parents can do to support the learning in MFL ?

Children may continue to learn about MFL at home as well as in school. There are numerous resources in French across various media platforms and we would always encourage children to watch anything that is age-appropriate about the different cultures and languages of the world. Friday French is an after school club at school for French this provision has now expanded to also offer Italian Club on a Monday after school.

BBC Bitesize has a great game for trying out your knowledge of French at KS2:

<https://www.bbc.co.uk/bitesize/topics/z74gcqt/articles/zyvnm39>

Who to contact

If you have any questions you would like to ask about MFL, please do not hesitate to contact your child's class teacher or the subject leader:

Vicky Dunford Year 3 teacher

MFL Subject Leader