




## French Curriculum Rationale

INTENT	
<p>How is computing aligned to the national curriculum?</p> 	<p>Meadow Vale uses Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. It aims to cover the following national curriculum requirements:</p> <ul style="list-style-type: none"><li>• understand and respond to spoken and written language from a variety of authentic sources</li><li>• speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation</li><li>• can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</li><li>• discover and develop an appreciation of a range of writing in the language studied.</li></ul>
<p>What are the end points for the curriculum and what knowledge and skills will children have when they leave us?</p> 	<p>The four key language learning skills; <b>listening, speaking, reading</b> and <b>writing</b> will be taught and all necessary <b>grammar</b> will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas. The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating, with a view to preparing the children for the KS3 language curriculum to enable them to transition confidently and successfully.</p>
<p>How is the curriculum sequenced from EYFS to year 6?</p> 	<p>Our curriculum the progressive based Language Angels, therefore key concepts are revisited, built upon and understanding taken to a greater level of depth. Over the Key stage, we provide opportunities for the children to acquire basic skills in French, which are further embedded by returning to several topics and allowing them to gain confidence in their spoken language focussing on accuracy of pronunciation, as well as their literary skills (reading and writing).</p>

Local Context – is there any local context that plays a role in our curriculum design?



To ensure that MFL is promoted throughout school and something for the younger children to look forward to when they reach KS2, we annually celebrate European Day of Languages, where parents are invited to share a language if they speak one.

## IMPLEMENTATION

Pedagogical Approaches – what teaching approaches are taken to secure knowledge and skills?



Units are categorised into Early Language, Intermediate, Progressive and Creative Curriculum and where possible and appropriate, will be linked to class topics and cross curricular themes. Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: **listening, speaking, reading and writing**. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge.

(Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit they will build their knowledge and develop the complexity of the language they use. We think of the progression within the 6 lessons in a unit as '**language Lego**'. We provide blocks of language knowledge and, over the course of a 6-week unit, encourage pupils to build more complex and sophisticated language structures with their blocks of language knowledge. )

Teachers' expert knowledge – how do we ensure quality first teaching?  
What training, CPD, resources are available to support?



Language Angels, provides a comprehensive scheme of work with teacher support documents, sound buttons and grammar explained slides to ensure the background knowledge. The website also provides a range of CPD videos for teachers that can be accessed.

Knowing and remembering more – what approaches do we use to ensure knowledge is retained? E.g. knowledge organisers, retrieval practice



The progression of MFL across KS2 includes key vocabulary, knowledge and skills, which are introduced, revised and revisited throughout the key stage. This cycle ensures that the pupils have a solid grasp of the language in both spoken and written forms. Children are supported with knowledge organisers, word banks and vocabulary sheets for each topic.

Teacher assessment – what does assessment look like?

Formative assessment is essential in language learning for both the teacher and pupil to evaluate their progress. Teachers will account for speaking and listening throughout activities in the lessons and more formal assessments are completed at the end of each topic. This allows teachers to judge whether pupils



are working within or exceeding age-related expectations. Ensuring that all children are supported and challenged appropriately.

The evidence from recorded lessons in the MFL books helps to demonstrate the pupils' current level and identify any gaps in understanding, skills and knowledge.

How do we know that the end points have been achieved? What does success look like?



The children complete a formal assessment sheet at the end of each unit and also complete reflective self-evaluation questions for the learning intention sheet.

IMPACT

How does our assessment approach inform us of how well children are doing?



In MFL, ongoing point in time assessment is used to establish students understanding of the language against the criteria of their yearly assessment grids. In addition to this, regular check ins ensure teachers are aware of the progress of the children informing any future lessons and planning. At the end of each unit, the children reflect on their learning, what they can and cannot do.

Pupils work – what evidence is used to demonstrate children’s learning?



All pupils in KS2 have an MFL exercise book in each year which moves up with them through the years. Pupil’s work is recorded most weeks where appropriate, allowing them to build upon the newly introduced key vocabulary, knowledge and skills. Including the half-termly knowledge organisers and vocabulary sheet for the children to use as a reference in lessons.  
Some units lend themselves to video recording i.e. French market Y3, Ice cream parlour Y3, weather report Y4, At the café Y4

What feedback do pupils give and how can this be used to make changes to the curriculum?



Pupil voice discussions with the subject leader, allows the children to share ideas about their language lessons. Using their books and knowledge organisers to guide the discussion the subject lead is able gain a better grasp of retention of the language and skills from pupils within each year group.