

Clarice Cliff Guide to MFL

Intent - The Why

At Co-op Academy Clarice Cliff, we believe that all of our pupils should have the opportunity to experience and be immersed in different languages and cultures. We carefully foster children's curiosity and help deepen their understanding of the world. Through our curriculum, we inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people. We help children to grow into curious, confident and reflective language learners and provide them with a foundation that will equip them for further language studies. Our French Curriculum offers a carefully planned sequence of lessons, ensuring progressive coverage of the skills required by the national curriculum. Our chosen themes provide an introduction to the culture of French-speaking countries and communities.

Implementation – The How (**including how/when we assess*)

What do we use to support our curriculum delivery?

- The French scheme used is the "Primary Languages Network" which is taught from Year 3 through to Year 6. Our lessons are sequenced so that prior learning is revisited and opportunities for revision of language and grammar are built in. Our lessons and resources help children to build on prior knowledge alongside the introduction of new skills. Each unit follows a carefully planned series of lessons which provide structure and context as well as offering an insight into the culture of French-speaking countries and communities. Our French lessons are recorded in a variety of ways, including active lessons focusing on speech and recording key vocabulary and sentence stems in pupil work books.
- The scheme available on the website is followed by KS2 and enhanced by additional cultural capital opportunities such as the European Day of Languages which are offered to all pupils in our school. Pupils in EYFS and KS1 may choose to use the 'KS1 French Explorer' tool, available on the website to explore a variety of topics including 'Teddy Bears' Picnic', 'Goldilocks' and 'Birthday Parties'. They can also access a variety of songs and games.
- The scheme is well-embedded into the school curriculum and has been used consistently for the last year. Additional CPD will be offered during the course of the year delivered by a member of the Primary Languages Network team to teaching staff that are new to the school.

Daily

- Staff are encouraged to take the attendance register and give basic classroom instructions in French.

Weekly

- Weekly whole class lessons.
- Assessment for learning is used to identify any pupils who require additional support. This is done through repeated practice and small group/1:1 support.
- Assessment for learning is used to inform additions to the following weekly plans.
- Self-assessment reviews are completed weekly by the children using the AFL clouds from the scheme. Children RAG rate these.

Half termly/Termly

- At the end of every unit (every six weeks) children complete the 'Puzzle It Out' assessment for the unit in their pink books. This provides a clear overview of what each child can independently achieve. Future learning is then adapted as appropriate.

Assessment for Learning

- All staff are expected to use assessment for learning in every session.
- Sessions are taught with the eyes on the children and not the video. A range of strategies are used to ensure staff can check for learning. This includes choosing individual children, partners and then all children together.
- During sessions, assessment for learning takes place when staff listen to the children respond to questioning and when completing activities.

Where will you see and find evidence of our learning?

- Weekly French teaching in Years 3 - 6, usually taking place in the afternoon.
- Responses are recorded in pink MFL books.
- Responses are recorded on individual whiteboards.
- Work is also shared on Class Dojo with parents.
- Weekly timetables.

What is our approach to SEND and Greater Depth?

SEND

Our provision for pupils with SEND in French involves adapting the curriculum and classroom environment to ensure equal access and engagement for all. Keeping all pupils in the classroom is essential for ensuring those with SEND receive equal opportunities to learn and access a wide and varied curriculum. Within lessons pupils with SEND are supported through a range of differentiated and adapted activities through visual aids, engagement of multiple senses through songs, games, visual aids, and gestures to help pupils remember vocabulary and grammar. It is crucial to ensure French tasks are adapted to a high-quality to ensure potential barriers and adjustments are made to include everyone. Support is also offered to pupils with SEND through supportive measures such as visual cues, role play and social activities as well as the use of Widgeits to enable all children to understand new vocabulary. Where activities focus upon written language, materials are differentiated based on a child's specific needs in order to allow all children the opportunity to apply new vocabulary and grammar skills within lessons. Extra time should also be considered for verbal and written responses for children with SEND. Our French teaching ensures pupils with SEND access the same high quality, demanding curriculum as their peers and are provided with the scaffolds they need to reduce cognitive load while engaging in tasks that offer rich challenges and opportunities to think more deeply.

Subject challenges for SEND	Provision for SEND
Orally rehearsing sentences.	Ensure pupils are provided with vocabulary Widgeits to allow children to refer back to vocabulary from the lesson. Where children need support to retain new vocabulary, encourage the use of talking tins/recording opportunities using Chromebooks to allow children to listen back to their sentences.
Masculine and Feminine nouns/pronouns	Use clear, colour-coded vocabulary support to highlight the differences between masculine and feminine verbs. Ensure words that are neither masculine or feminine are not coloured to emphasise that not all words require a change in spelling.

Role Playing Activities	Use pre-teaching to let children know what they will be talking about in the lesson prior to the lesson - this gives children confidence when using new vocabulary in class discussions. Consider mixed-ability pairs/groups when focusing on role play activities, allowing children to lead their own learning. Use Widgeits/sentence stems/scripts for children to read from if they require support when creating their own sentences.
New Vocabulary	Consider reducing the number of new words given to pupils with SEND. Focus on one to two words at a time that use visual aids. Ensure words are colour-coded to support spelling in written exercises.
Remembering prior learning	Incorporate songs, chants and rhymes to allow for repetition between lessons to increase both confidence and retention of previous topics. Children can be encouraged to create their own actions to remember new vocabulary given in a lesson. Matching games, drawing and sorting cards are also other ways to support children with remembering new vocabulary.
Pronunciation of new vocabulary/phrases	Model pronunciation slowly and clearly - listen to children's pronunciation of new vocabulary/phrases before moving on to new words. For children who are not confident with speaking French, allow for non-verbal opportunities, this can be supported through pointing, matching or picture card activities. Use video resources provided by the Primary Languages Network to allow for extra listening practice and correct pronunciation.
Written phrases/ sentences	Teachers provide word-mats, sentence starters and 'fill in the gap' activities for children who are focusing solely on new vocabulary. They may focus on a certain word as opposed to a whole sentence and build up to this over time.
Confidence within lessons when working in small groups.	Praise effort at all times, do not focus solely on accuracy but the ability to recall from prior learning through positive praise and use of Class Dojos. Use games to reinforce learning playfully to ensure all children are engaged with their learning e.g. card games, matching games.
Larger written pieces	Allow for the use of technology to support children when writing longer pieces in French. Consider allowing children access to PLN via Google Classroom to allow them to see new vocabulary as well as access to knowledge organisers. Children can also be encouraged to use language translation tools to support their writing. Teachers use sentence stems, word-mats, Widgeits and recording devices to allow children to refer back to their writing and edit accordingly. Do not focus overly on the spelling of words but the overall execution of phrases.

Greater Depth

Greater depth pupils show more confidence to use language; they read aloud showing knowledge of

key phonics taught; they use conjunctions and opinions when writing and also recycling previously taught language - some from memory. Pupils can use and explain key grammar concepts e.g. gender, adjective agreement etc and pupils who are demonstrating good language learning skills can make links between words in other languages.

Impact – The So What

By the end of their language learning journey, pupils will show confidence when holding simple conversations in French with their peers and adults in their school and home life. They will have a deeper understanding of French culture and will have gained wider knowledge about France as a country. Pupils will have built a love for learning languages and have developed a secure vocabulary base upon which to build at Secondary School. Pupils' progress in French will be shown through work in their books and conversations with the children. Pupil interviews will show increased confidence in the learning of French and demonstrate knowledge of French culture and country.

Cultural Capital and Enrichment

- The Primary Languages Network programme sets high expectations for all pupils, including the teaching of systematic synthetic phonics in French.
- The programme immerses them not just in the language, but that of an entirely different culture and geographical area.
- Specialist subject days, such as the 'European Day of Languages' help to further spark the children's curiosity in and love of language.