



Mountford Manor

Curriculum Policy

MFL - French

“Learning another language is not only learning different words for the same things, but learning another way to think about things.” – *Flora Lewis*

Curriculum Intent:

At Mountford Manor Primary School, children are supported, guided and inspired through our excellent teaching practises, to achieve academic success through a [knowledge-engaged](#) approach to the curriculum, which centres around a key stimulus.

Developing the whole child is at the centre of everything we do and our intention is that the curriculum extends opportunity, raises aspiration and opens children's eyes to the world beyond their immediate environment.

Through our values based approach, the curriculum encourages children to become kind, considerate and accepting individuals who make positive contributions to their community and beyond.

At Mountford we aspire for children to **Make the Most** of their **Potential**.

To do this, we strive for children to;

- Be **Motivated** Learners
- Seek **Meaningful** futures
- Become **Proud** citizens

Our 5 Golden Threads are instrumental in everything we do at the school and are embedded across our school curriculum. These are;

1. Developing Oracy skills
2. Broadening and deepening vocabulary
3. Cultivating a culture of readers
4. Giving exposure to real life opportunities and experiences
5. Raising Aspiration and Ambition

How the **5 Golden Threads** are embedded in our French Curriculum

Golden Thread	How this is embedded in French
Developing Oracy skills	Children are encouraged to speak French in each lesson.
Broadening and deepening vocabulary	Children are taught French words and, in some cases, how they are linked to English words.
Cultivating a culture of readers	Children are taught to read in French and to enjoy songs and poems.
Giving exposure to real life opportunities and experiences	French is taught so that it is relevant and useful to life outside the classroom.
Raising Aspiration and Ambition	French exposes children to the possibility of travel and exploration of the world around them.

Aims and Objectives:

The purpose of the French Curriculum at Mountford Manor is to understand that learning a foreign language is a liberation from insularity and provides an opening to other cultures. It fosters pupils' curiosity and deepens their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new

ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

The French curriculum at Mountford Manor aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- 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
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Curriculum Map (Progression and sequencing):

<u>Ongoing throughout Key Stage 2</u>		
<ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • present ideas and information orally to a range of audiences • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally and in writing 		
<u>Year 3</u> Units 1-4	<ul style="list-style-type: none"> • basic greetings • basic introduction • family • numbers 1-20 • age 	<ul style="list-style-type: none"> • songs • body parts • colours • description of people • playground games
<u>Year 4</u> Units 5-9	<ul style="list-style-type: none"> • On our way to school • Where in the world French is spoken • On our travels • Numbers 21-30 • Weather • Dates • Money • Likes and dislikes • How much? 	<ul style="list-style-type: none"> • Sports • Diary of Activities • Four friends • Healthy eating • Animals • Animal sounds • Animal habitats • Animal descriptions
<u>Year 5</u> Units 10-14	<ul style="list-style-type: none"> • Alphabet • Places in the locality • Journey to school • Directions • Celebrations • Lunchtime • Food likes and dislikes 	<ul style="list-style-type: none"> • Introducing the planets • Describing the planets • Distances from the sun • Making compound sentences • Preparing a presentation • Months and seasons • Weather and seasons

	<ul style="list-style-type: none"> • Building sentences • Food for a celebration • 	<ul style="list-style-type: none"> • Joining in and writing a poem • Seasonal colours • Describing scenes
Year 6 Units 15-17	<ul style="list-style-type: none"> • What's the time? • French schools • Places in our school • Tour of our school • Time on ¼ hour • School times and subjects 	<ul style="list-style-type: none"> • Timetables • Places in town • Dates in the past • Then and now • Café vocabulary • Regional food

We have adopted a sequential progression for the next 4 years (see table below). This will allow children in Year 6 to gain a basic understanding of French in preparation for their transition to secondary school, and allow the remaining KS2 classes to progress by building on their knowledge rather than beginning their French learning at topics that are too advanced for them at this time. By 2022/23 each year group will study the above topics at the years indicated in the table.

	Year 3	Year 4	Year 5	Year 6
2019/2020	Units 1-4	Units 1-4	Units 1-4	Units 1-4
2020/2021	Units 1-4	Units 5-9	Units 5-9	Units 5-9
2021/2022	Units 1-4	Units 5-9	Units 10-14	Units 10-14
2022/2023	Units 1-4	Units 5-9	Units 10-14	Units 15-17

The Teaching and Learning of French

At Mountford Manor, we approach teaching and learning of French through 6 Key Principles. These 6 principles are key to effective teaching but by its very nature, teaching is a creative profession so there is no prescribed formula for the way they are implemented in the classroom.

These 6 Key Principles are;

1. CHALLENGE

With the mastery learning model, rather than prejudging potential outcomes and stifling expectations by setting a host of differentiated learning objectives, there is a single challenging learning objective (Challenge for all). Staff are expected to consider what each individual student needs to achieve it and adjust their lesson accordingly.

All students may have different starting points but should aspire to the learning objective and a teacher should tailor and adapt their teaching;

- focused questioning;
- adult/ peer help with starting their sentences;
- Modelled and worked examples
- Manipulatives and practical apparatus to support learning

It is about equity of opportunity, not all getting exactly the same to reach the objective. The aim is to keep students in the challenge zone.

2. EXPLANATION

Three key principles should guide explanations:

1. Plan in to schemes of learning how to **link to and build on something already known**. a. Begin each lesson with a short review of previous learning (Rosenshine, 2012)

2. Allow for the **limitations of the working memory** when asking students to take on board new information, giving instructions, asking them to sort key bits of information etc. a. Present new information in small steps with student practice after each step (Rosenshine, 2012)

3. Where possible try to make the **abstract concrete** – think about and plan, how to make abstract ideas make sense:

- a. Drawing diagrams; demonstrations; sharing and discussing images; taking the learning outside etc.
- b. Provide scaffolds for difficult tasks (Rosenshine, 2012)
- c. Direct explicit instruction (Kirschner, Sweller, Clarke, 2006)

3.MODELLING

Explain the key ideas, then model how to do it / what to do with it. This falls in to two main categories:

1. **Model the creation of products/procedures.** For example: write an essay, *show* them how to do it. Write it out on the board and discuss how/why you are doing each step as you go. Question them on what is being done. Explain, out loud, thought processes. If mistakes are made, point them out.
2. **Deconstruct expert examples and use worked examples** – have an excellent finished product and share it, discuss why it is good.

4.PRACTICE

Plan in time, during the lesson and over a series of lessons, for students to practice using new knowledge and skills. Consider the type of practice and its purpose:

1. Practice for fluency and long-term retention – repeating things in order to master them; coming back to things in subsequent lessons etc.
2. Deliberate ‘intelligent’ practice at the outer reaches of ability – allowing students to make connections and see patterns. Practising at the outer reaches of ability means students will have to layer skills and use them with agility. a. Guide student practice (Rosenshine, 2012)
b. Require and monitor independent practice (Rosenshine, 2012)

5.FEEDBACK

Plan in how you will give feedback during/after lessons and – for this feedback to be meaningful -how you will allow students to respond this feedback. Feedback is a two way process and the teacher should use the students’ feedback to inform future planning.

Moreover, it is our goal to nurture independent and agile learners who have the skills to be successful in an increasingly globalised and rapidly changing world. To achieve this, we must equip students to be critical and reflective learners in their own right by ‘learning how to learn’. Students need to be engaged in their own learning, be part of the creation of their ‘next steps’ and have the opportunity to assess their own work and that of their peers in a meaningful and useful manner.

1. Engage students in weekly and monthly review (Rosenshine, 2012)
2. Guide student practice

6.QUESTIONING

Some questions can be planned for but some should be responsive to what is happening in the lesson. When considering planned questions, they should be to:

1. Check for understanding – i.e. hinge questions that students should be able to answer at a certain point in the lesson, before they move on. a. Ask a large number of questions and check the responses of all students, b. Check for understanding (Rosenshine, 2012)
2. Provoke deeper thinking
3. Increase the ratio of participation and thinking of all students

Inclusion and the French Curriculum

When teaching at Mountford Manor, staff are aware of children's individual needs and how to best scaffold teaching and learning, to enable access for all. Teachers consider; a range of resources, classroom organisation and management strategies to ensure optimal access for all learners, including those with physical and learning needs. Teachers have access to specialist support for advice on target setting and assessment. All SEND pupils are identified (through the Swindon Core Standards paperwork and on the Mountford Manor' SEND register). Their progress is systematically recorded and monitored in individual provision maps / Termly SEN assessments.

Monitoring and Assessment

Key Stage 2

In KS2 the new skills and knowledge learnt in French is evidenced through a combination of work in books and pupil's oral responses to questions and conversations in French.

Children's French language knowledge and skills are assessed by teacher judgement. These judgements are matched against whether pupil's work and pupil's responses to key questions show progress against the age related expectations. To ensure progression of knowledge and skills from year group to year group, teachers are to use the key questions outlined in assessment papers at the end of each unit of work as a measure of whether a child is on track. Any gaps in knowledge and skills is to be addressed so each child is best prepared for the next stage of their learning.

Review

To be reviewed September 2023 by Lee Edmonds (Principal at Mountford Manor) & Roxanne Jarvis (MFL lead)