Reading is a priority across the whole curriculum. We strive to provide language rich environments and a curriculum where children actively engage with high quality vocabulary.

How we implement this in **Modern foreign Languages**	Impact of this
• *Staff engaging in CPD related to literacy in general, reading and development of disciplinary literacy.*	There is a greater emphasis on explicit teaching of phonics. Reading texts are deliberately designed and vocabulary is carefully selected. Frayer models are used consistently
• *Explicit vocabulary instruction – explicit teaching of etymology of words . The relationship between t*he written symbols of the language and the spoken sounds they represent.	Explicit teaching of etymology of words Eg. Aujourd'hui Pupils are able to pronounce words correctly, understand meaning and retain. Evidence of this in pupil books through the use of Frayer models
Using reciprocal reading strategies - Accessing appropriate level of texts using a range of taught strategies such as: annotation, questioning , skimming & scanning , prediction and cloze reading.	Pupils are more motivated when reading in the target languages and they demonstrate a better understanding of texts. Carefully selected texts with a high content of known vocabulary increase pupil motivation.
• *Incorporating literary texts into our curriculum* *Literary texts are now planned into our SOW e.g les 7 couleurs magiques*	Increase in reading for enjoyment Pupils can identify links between curriculum areas (in particular English), therefore building their schemata
• *Modelling the use of new vocabulary in class* Use of cognates/near cognates False friends Repetition /rote learning Deliberate practice of new vocabulary with a variety of techniques designed to engage and support retention of vocabulary Use of retrieval techniques every lesson	Pupils can retain new vocabulary. Independently make connections. Pupils are more willing to speak in the target languages with improving pronunciation. Engagement in lessons is high. Progress and increased vocabulary are evident.

• *Use of Frayer models to describe definition, facts, synonyms and antonyms* Frayer models used systematically in the curriculum to support with new vocabulary.	Links between the English and French improves vocabulary in both languages i.e penser (to think) / pensive Frayer models support metacognition. Retention of more difficult items of vocabulary is greater
• *Marking and feedback where we use the code 'V' to highlight vocabulary that is tier 1 and should be made tier 2 by the pupil and the code 'Sp' to alert pupils to spelling they need to correct* (see MFL marking policy for more detail)	Feedback is more specific and constructive. Quality of peer marking improving. subsequently improving pupil's understanding.

• *There are specific references in our Schemes of Learning to what language is to be taught and how –*
All lessons are detailed on SOW under the following headings:
    1. *SSC*
    2. *New Vocabulary*
    3. *Re-visited vocabulary*
    4. *Grammar*
	Lessons across the department are delivered consistently and quality assured.
	Collaborative planning is a strength.