

## Subject MFL



**Subject Lead:**  
**Bianca Blown**

### Subject Intent:

At St Columba Major, our Modern Foreign languages curriculum is designed to develop pupils' curiosity and fascination about languages that will remain with them throughout their lives.

We aim for our learners to be able to listen attentively to spoken language and show understanding by joining in and responding .

To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

To be able to engage in conversations; ask and answer questions; express opinions and respond to those of others.

To be able to speak in sentences, using familiar vocabulary, phrases and basic language structures.

To begin to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

To feel confident enough to present ideas and information orally to a range of audiences

To be able to read carefully and show understanding of words, phrases and simple writing.

To be able to describe people, places, things and actions orally and in writing

We will strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talent, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this.

### Covid Catch-Up Plans

During Covid we offered weekly French lessons to ks2. These had excellent take up.

This year we have combined the years plans, so year 4 are covering the year 3 and 4 content and year 6 are covering the year 5 and 6 content so that missed skills can be caught up.

<p align="center"><b>Teaching</b></p> <p>In ks2 teachers or TA are teaching French based on a progressive scheme of work created by subject lead and a Ta who has specific foreign language skills. French is taught weekly every other half term. It follows a plan focussing on spoken language, reading and writing and cultural understanding.</p> <p>Subject lead teaching French to KS1 pupils as part of a French club 1 term a year.</p>	<p align="center"><b>Personalised Learning</b></p> <p>Quality First Teaching Differentiated Learning to meet needs of learners via support and outcome. Use of resources, models and images Variety of ways of recording outcomes – written, pictorial, white boards and speaking and listening.</p>	<p align="center"><b>Resources</b></p> <p>Clear scheme of work created for teachers to follow. Oak academy languages lessons Lightbulb languages A TA who is a languages expert and a valuable resource.</p>	<p align="center"><b>Cultural Capital</b></p> <p>Awareness of other countries. Looking at the similarities and differences between France and England.</p>	<p align="center"><b>Assessment</b></p> <p>Pupil assessment via marking, peer assessment. Future development of skills progression for teachers to update after each unit. Formative assessments by all adults in all lessons to reframe learning (if required) KIRF questioning End of unit composite Teachers assess against NC objectives and skills/knowledge progression statements Verbal quizzes Marking of learning Pupil conferencing- know more, remember more.</p>
<p align="center"><b>Inclusion - SEND</b></p> <p>Quality First Teaching Planned additional support from adults (and as required) High Quality Interventions Differentiated learning IEP Targets</p> <p>SEND document – support pupils to access Modern foreign languages.</p>	<p align="center"><b>Curriculum Scope and Progression</b></p> <p>Meets the requirement of the NC through:</p> <p>Component parts are sequenced to build on prior learning Disciplinary and Substantive knowledge mapped out across the school Reconnect lessons to fill any missed, rusty or lost learning Wider curriculum links – Geography</p>	<p align="center"><b>Working as a linguist</b></p> <p>French has been broken down into key areas giving the children opportunity to speak and listen as a linguist. To write and read as a linguist. Also to have a knowledge of the country.</p>	<p align="center"><b>Monitoring</b></p> <p>Book Looks Learning Walks Pupil Voice Intervention Tracking Sheets</p>	<p align="center"><b>Outcomes</b></p> <p>Children will develop an understanding of living in a multi- cultural society, provides an opening to other cultures and fosters curiosity about the wider world. Discover a new language and learn the skills to communicate in a verbal or written context with increased confidence, in preparation for wider life.</p>
<p align="center"><b>Disadvantaged Pupils</b></p> <p>Quality First Teaching Planned additional support from adults (and as required) Standards and interventions tracked termly by SLT and PP Lead Planned interventions as required</p>	<p align="center"><b>Transition</b></p> <p>Information and data sharing with class teachers Links with secondary school to share information.</p>	<p align="center"><b>CPD</b></p> <p>MFL Leaders – yearly meetings with Kernow Learning MFL leads</p>	<p align="center"><b>Strengths</b></p> <p>Introduction of new scheme of work. Introduction of French books to record children's work. Introduction of a French club to create interest in French in KS1.</p>	<p align="center"><b>Next Steps</b></p> <p>To create knowledge organisers that are linked to the scheme of work.  Create a skills progression</p>

School-Led Tutoring (Covid Catch Up Plan)				
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