

MFL (French) at Mulberry

'He who knows no foreign languages, knows nothing of his own.'

– Johann Wolfgang von Goethe



Learning another language not only provides practical communication skills, but has a unique role to play in developing cognition, literacy and cultural knowledge. *British Council Executive Report into Primary Languages 2017*

During Foundation Stage and Key Stage 1 at Mulberry

Whilst there is no statutory requirement in the National Curriculum for Modern Foreign Languages to be taught in the Early Years or key Stage 1 phases, it is understood that children present at our school speaking a wide range of languages as their mother-tongues or home languages. It is important to celebrate that linguistic diversity and to acknowledge the importance of children sustaining the development their mother-language.

During Key Stage 2 at Mulberry

The formal provision of MFL teaching in Key Stage 2 classrooms focuses on French.

In Year 3 the children begin by learning frequently-used vocabulary and phrases that they would need to introduce themselves, speak about themselves as well as asking questions to learn about someone else. They also learn the language they might need if they visit shops and wish to buy things; the vocabulary, dialogue and songs linked to celebrations and the numbers; days of the week; months of the year and colours. Building on these initial short dialogues, the children extend their vocabulary and language knowledge in Year 4 to include facial features; major parts of the body; describing French places; hobbies; sports; animals and the weather. The emphasis is on oral skills, dialogue and listening with simple reading and writing tasks to record the children's growing vocabulary.

In Year 5 the children add further dialogue-based words and phrases to be able to speak about choices, preferences, likes and dislikes so that they can converse about healthy eating; music and musicians; directions to and within school; typical French holiday experiences; experiences in school and the solar system. They begin to develop their reading and writing skills in French to record their learning more extensively and to consolidate the grammar elements of French eg the gender-related adaptations to verbs, verb tenses and adjectives.

In Year 6 the children continue to develop their understanding to extend their dialogue skills so that they can sustain simple conversations, make short speeches and express opinions and ideas. They continue to learn about French culture and to look at the world of French-speaking peoples. They extend their understanding of French grammar by looking at verb tenses so that they can speak about events in the past. They apply their language skills to be able to talk about current affairs from a French point of view.

Planning

- The school's curriculum maps shows the scope and sequence of reading skills to be covered each term from the acquisition of simple words and short phrases to the use of extended dialogue, reading and writing skills.
 - There is a medium term plan for each unit of work
 - Plans for reading sessions and interventions are annotated and adapted to show how all children are able to access the content.
 - More able children are planned for so that they can deepen knowledge and skills. Those children who have French as a mother-tongue or home language will support the learning of others and continue to develop further their own skills.

Marking and feedback

Work should be marked according to the school marking policy by using

- Peer and self-assessment
- Oral feedback
- Written feedback

Teaching

- Flexible groupings are used during lessons e.g. ability and mixed ability groups, paired reading, guided and independent reading and whole-class learning.
- Teachers are expected to have a regular 'spotlight' sessions that provide short-and-sweet opportunities to practice the French vocabulary eg answering the register in French etc.
- Using a range of on-line and concrete resources to support teachers and children to receive quality content.
- Children receive a French book in which they record their learning and collect and record their vocabulary.
- Teaching focusses primarily on the spoken word and developing confidence in speaking to communicate opinions and ideas. Learning through song, rhyme, role-play, games and simple texts provides variety, accessibility and fun to the learning.

Assessment

Formative:

- AFL is used within each lesson to establish next steps for pupils.
- Assessment of aural skills is built into the activities in the lessons.
- Marking of written recording supports assessment.

Summative:

- Teachers deploy short quizzes at the end of each unit of work to assess retention and acquisition of key vocabulary and phrases.

Resourcing and display

Because this is a primarily 'spoken' aspect of our school curriculum many of our resources focus on the use of on-line content. French vocabulary is displayed in the class to support children's acquisition and retention.

Libraries and Book Corners:

Both Key Stages have sections in their libraries from which children can borrow dual language books to read in class and at home and dual language dictionaries to support their learning.

Teaching resources: Children have opportunities to use puppets to support their dialogue development; equipment to allow for language-based games and activities; role-play opportunities such as 'Breakfast at a French Café' including traditional French foods and drinks; 'Going to Market' including trips to local French markets; preparing typical French foods to try in the class; songs and rhymes; recording equipment to make audio or visual recordings of dialogues and performances in French.

Monitoring

Monitoring is undertaken by the subject leader and SLT during the school year. This will include:

- learning walks during MFL lessons.
- scrutiny of MFL books
- speaking with pupils and discussions about what they have learnt and enjoyed.