

To learn a language is to have one more window from which to look at the world.  
Chinese proverb



## MFL- The St. John's Approach

French at St. John's captivates learners to discover more and try new things!



### Vision

At St John's, we believe learning a new language is an invaluable life skill that encourages children to discover something new, deepen their understanding of the world and also develops their awareness of different languages we have in our Coventry community. At our school, we will aim to make learning French enjoyable and meaningful. It will give children the knowledge, skills and vocabulary necessary for them to develop their confidence and understanding of learning a new language to enable them to achieve well both within our school, and across future educational settings. A carefully sequenced 'French Routeway, alongside clearly sequenced units and links where appropriate to our bespoke St. John's foundation curriculum will enable the children to acquire new knowledge, vocabulary and skills, whilst developing their prior knowledge. Throughout KS2, children will become more knowledgeable and confident, resulting in them flourishing in French. By demonstrating our school values of Excellence and Drive, as well as applying self-regulation learning strategies, children at our school will continue to develop as linguists, building their confidence with speaking, reading and writing in French.

### Rationale- Why we do what we do...

The views of our stakeholders (children, staff, governors and parents) have been at the root of all decision making.

\*All of the school's stakeholders were consulted in April 2019.

\*They suggested and agreed that learning should be fun, exciting, creative, interesting, hands-on, inspiring and linked to our school values.

\*All stakeholders valued the immersive learning

#### As a result of our stakeholders' views...

1. In May 2019, we created a curriculum vision which is inclusive of all subjects.
2. From the curriculum vision, we created our vision for the teaching and learning of French
3. We created a knowledge, skills and vocabulary routeway for French from Year 3 to Year 6, underpinned by the National Curriculum.

Our French curriculum is designed so that by the time children leave St. John's, they are equipped with speaking, listening, reading and writing knowledge as well as transferrable skills necessary for further foreign language acquisition and exploration at KS3.

French was chosen for our children because it is the 2nd most widely learned language after English and the 5th most widely spoken language in the world. Our feeder secondary schools also offer French alongside other modern foreign languages.

### How is MFL taught?

#### Timings and Timetabling

French is taught weekly in Year's 3-6. Each half-term follows a new unit based around familiar and routine matters. The curriculum is taught through a cycle with new concepts taught in Year's 3 and 4 and then revisited and knowledge built upon in Year's 5 and 6. Written outcomes are recorded in books and oral outcomes through the use of QR codes, to allow the children to demonstrate their acquired knowledge and skills. The children also have opportunities in lesson to deepen their skills in listening and reading French.

Within each year group, the timetabling of MFL is flexible, depending on the topic learning journey. However, the timings average to approximately 40 minutes per week. This ensures breadth and depth of knowledge and secure knowledge retention and skills progression.

### MFL - An Overview

#### Reception and Key Stage 1

Learning a modern foreign language is not statutory in the Foundation Stage or Key Stage 1, however, at St John's we encourage the children to share their experiences of language, whether this be from a holiday, their first language, the language of family members or something they have seen or heard. A range of different languages, cultures and religions are celebrated through our Religious Education, Relationships and Health Education and our Topic Curriculums. Signs in French around the school, answering the register in French allows children to begin to develop an understanding of a different language to English.

#### Key Stage 2

In Key Stage 2, the learning of a foreign language provides an opening to and an understanding of other cultures, broadening the children's views of our world. Our high-quality modern foreign languages curriculum aims to foster children's curiosity and deepen their understanding of the world in which we live. The curriculum enables children to express their ideas and thoughts in another language and to understand and respond to its speakers, using their reading, writing, speaking and listening skills. Alongside the statutory elements to the Modern Foreign Languages curriculum, we have aim to develop links to other areas of the curriculum enhance the learning and understanding of the children. A range of different languages, cultures and religions are celebrated through our Religious Education, Relationships and Health Education and our Topic Curriculums. Signs in French around the school, answering the register and basic colours linked to lunch choices all allow children to begin to develop an understanding of a different language to English.

### Our French Curriculum

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Bonjour	En classe	Mon corps	Les Animaux	Ma famille	Bon anniversaire!
Year 4	Encore!	Quelle heure est-il?	Les fêtes	Où vas-tu?	On mange!	Le cirque
Year 5	Salut, Gustave!	À l'école	La nourriture	En ville	En vacances	Chez moi
Year 6	Le week-end	Les vêtements	Ma journée	Les transports	Le sport	On va faire la fête

## **Assessing Outcomes**

Assessing outcomes in MFL is rigorous and focused. Teachers regularly review learning and knowledge within and after lessons and adapt their teaching as a result. At the beginning of each new unit, the children complete a vocabulary check, which allows them to evaluate their understanding against key vocabulary and knowledge. These vocabulary pages are completed with the children when they learn new vocabulary, so they can relate to this new learning in the lesson and future lessons. They have the opportunity to explore the similarities and differences to English and French language patterns and words. Teachers use the outcomes in books to assess ongoing attainment and progress. Outcomes will be a range of written tasks or QR codes to record oral learning. Teachers follow the Shine Time feedback policy to ensure errors and misconceptions are addressed immediately. Progress in skills and knowledge acquired over time is assessed by the teacher, in collaboration with the MFL Subject Leader. They do this by comparing the initial 'Vocabulary Glossary', which is completed by the children independently, with their 'final Vocabulary Glossary', 'Progress Pitstops', and end of topic 'As a linguist, I can, I know slips'. In addition, a French Quiz is completed as part of our Learning Forum, once per half term.

The MFL subject leader completes regular monitoring of attainment and progress through a combination of pupil voice, book monitoring and matching actual outcomes to intended outcomes as identified in the 'National Curriculum- Knowledge, Skills and Vocabulary Routeway' document. From this monitoring, key actions are given to the teacher and re-visited frequently. The MFL subject leader then has a formal meeting with senior leaders to discuss outcomes and next steps.

The Curriculum Senior Leaders use the information given to them to hold 'Curriculum Progress Meetings' each half term. These are in addition to the Maths and English Progress Meetings. These meetings identify and celebrate pupil progress and set agreed targets for narrowing any gaps in knowledge and skills.