



Modern Foreign Languages (MFL) - French at Bishop's Castle Primary School

Our Curriculum Drivers at Bishop's Castle Primary School			
Confident Communicator	Widening Horizons	Growth Mindset	Healthy Body Healthy Mind
Our Core Values			
Ready	Respectful	Safe	

We have devised four drivers that run through our school curriculum. They are tailored to our pupil's specific needs and take account of the opportunities and challenges in the context of our school community and our pupils' lives.

At Bishop's Castle Primary School, our French curriculum was designed with the intent that all children in Key Stage 2, regardless of background, will enjoy the opportunity to learn to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. Learning languages is proven to promote openness towards other cultures, foster pupils' curiosity and deepen their understanding of the world, which matches perfectly with our curriculum drivers of widening horizons and developing confident communicators, whilst providing chances to work independently and with others.

What MFL looks like in our school:

- ❖ Opportunities to learn about life in another country, developing an awareness of cultural similarities and differences.
- ❖ Speaking and listening activities to develop confidence with pronunciation and speaking and listening skills.
- ❖ Enjoyable and fun activities and songs to foster an interest in learning another language.
- ❖ Grammar activities which reinforce and develop their understanding of their own language.
- ❖ Displays around school to encourage an interest in France and the French language.

This is our philosophy:

- ❖ Children learning through enjoyable activities.
- ❖ Using the children's understanding as a starting point.
- ❖ Making links to the world around us.
- ❖ High quality modelling of French language learning.
- ❖ Promoting the use of French speaking throughout the school day (incidental French).
- ❖ French language embedded throughout the school with instructions, class routines, etc.
- ❖ Cross-curricular links where possible.
- ❖ To foster a healthy curiosity in our children and a passion for France and the French language.

This is the knowledge and understanding gained:

By the end of Lower Key Stage 2 pupils will:

- ❖ understand and respond to spoken and written language using the vocabulary they have learned
- ❖ speak with increasing confidence about themselves and a range of relevant topics, finding ways of communicating what they want to say
- ❖ write short pieces, using the variety of grammatical structures that they have learnt
- ❖ discover and develop an appreciation for France and the French language.

By the end of Upper Key Stage 2 pupils will:

- ❖ 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
- ❖ 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 French.

This is how it works:

- ❖ We will follow our own progression document using specific French units on Language Angels
- ❖ Planning and resources are used directly from Language Angels.
- ❖ Planned teaching for a session will be 30 minutes each week but additional opportunities to practise vocabulary and phrases learned be provided regularly so as to ensure that learning is retained.
- ❖ Each lesson will have an aspect of speaking, listening and writing and will start with a revision of language learned previously.
- ❖ Teachers may encourage children to answer the register using French vocabulary, e.g. greetings, favourite colours etc to practice vocabulary.

❖
This is what adults do:

- ❖ Teach engaging lessons which build on prior knowledge based on teaching a mixture of skills and knowledge.
- ❖ Create a classroom environment that supports learning and that engages children's interest in the language being studied
- ❖ Regular book looks, pupil voice interviews, assessment and planning audits.
- ❖ Whole school professional development.

This is how we support:

- ❖ Work might be differentiated so that all children are able to meet the learning objective.
- ❖ Small group/1:1 adult support given where required.
- ❖ We use teacher and self-assessment to quickly identify any child who requires additional support in specific areas.
- ❖ These pupils will then receive additional support or resources to use.

This is how we challenge:

- ❖ Lessons will be differentiated.
- ❖ Additional activities to stretch the learning within the lesson.
- ❖ More able children will be stretched through extra challenges (extension questions).
- ❖ Teachers will direct questions towards the more able (at their ability level) to maintain their involvement.

This is how ensure all children can access the curriculum:

- ❖ Children who have SEN or EAL needs are given core vocabulary for the language topic.
- ❖ Seating children alongside good role models to support one another.
- ❖ By providing visual/practical prompts.

This is what you might typically see:

- ❖ Engaged language learners who show perseverance.
- ❖ Children talking about, sharing and reflecting on learning
- ❖ Children who are self-motivated and eager to learn new words in a different language.
- ❖ Themed days to give the children the opportunity to learn about wider aspects of the nation in a meaningful context.
- ❖ Children sharing their learning with others, e.g., through contributing to a display.

This is how we know how well our pupils are doing:

- ❖ Marking and feedback by teacher and peers.
- ❖ Displays of work in classrooms.
- ❖ Mistakes/misconceptions are picked up and addressed during lessons.
- ❖ Marking and feedback by teacher and peers.
- ❖ Photographic and video evidence.
- ❖ Book scrutiny and pupil voice.

This is the impact of the teaching:

Children are able to:

- ❖ listen attentively to spoken language and show understanding by joining in and responding
- ❖ discuss 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
- ❖ 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.

What is Cultural Capital?

Cultural capital can be defined as powerful knowledge, which is one of the key ingredients a child will draw upon to be successful in society, their career and the world of work. Cultural capital gives a child power. It helps them achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital.

In French, this powerful knowledge can be split into two categories: powerful subject knowledge and powerful personal knowledge

Powerful subject knowledge in French

- ❖ The MFL National Curriculum
- ❖ The knowledge of how and why people need to understand other languages and cultures.
- ❖ The knowledge of local, national and worldwide events and their importance on society.

Powerful personal knowledge in French

- ❖ The celebration of International Languages Day.
- ❖ Experience French culture – foods, music, festivals, stories.

SMSC links in Maths at Bishop's Castle Primary School

Spiritual, Moral, Social and Cultural (SMSC) development is the overarching umbrella that encompasses personal development across the whole curriculum. At Bishop's Castle Primary School, links to SMSC are made across the curriculum and lessons to create a child centred approach.

Spiritual

- ❖ Students are taught to accept and embrace other languages and cultures.
- ❖ Students are educated on the religious beliefs of the people in countries of the language they are learning.
- ❖ Students are encouraged to be empathetic to the cultures, beliefs and traditions of others and stereotypes are challenged where necessary.

Moral

- ❖ Students are encouraged to show empathy and understanding to others.
- ❖ Stereotypes and intolerance are challenged through the teaching of language and culture.

Social

- ❖ Creating a sense of community in lessons
- ❖ Interact with the school community
- ❖ Encourage pupils to recognise and respect social differences and similarities
- ❖ Celebrate success both in and out of school
- ❖ Promoting teamwork throughout lessons
- ❖ Providing peer mentoring opportunities in lessons

Culture

- ❖ Students are encouraged to embrace 'difference' at all stages
- ❖ of their linguistic development and accept ideas which may
- ❖ be 'alien' to them, as culturally significant.
- ❖ • Students are encouraged to discuss and challenge stereotypes within a national and international context.
- ❖ • Media and new technology are encouraged to explore students' interest in language and culture in all aspects of their
- ❖ learning