

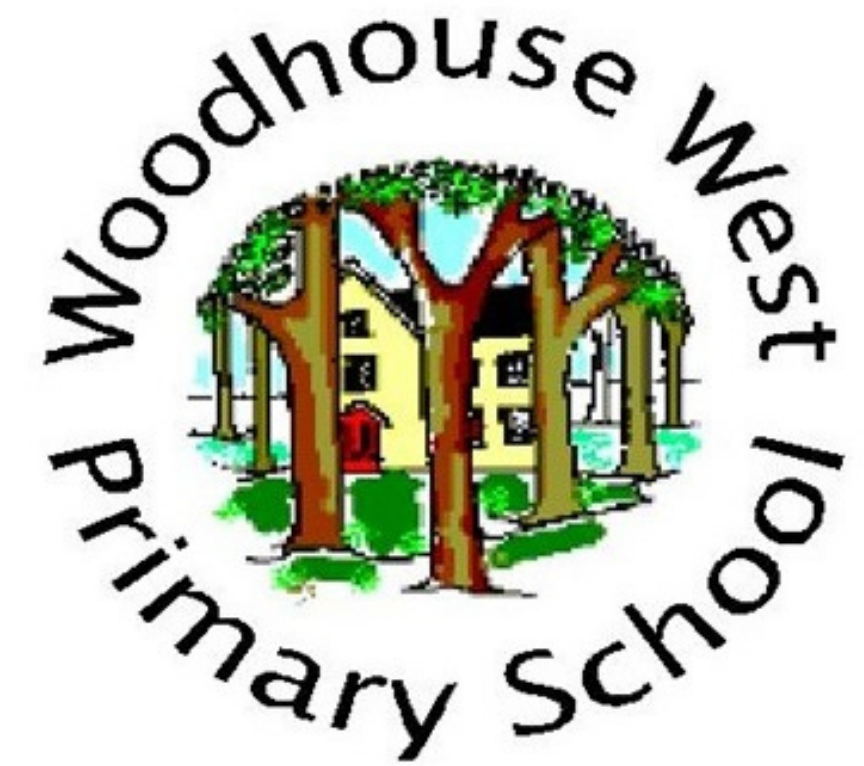


Curriculum Progression Document

MFL- French

Contents

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Modern Foreign
Language
Curriculum
Intent

Woodhouse West Primary School- Intent

Woodhouse West Primary Curriculum Intent

As a school, we strive to create learning that promotes children's interests and allows them to learn about the world around them. We develop their skills within different subject areas through a shared context.

Our curriculum;

- is ambitious and designed to give all children the knowledge and skills they need to succeed in life
- has high expectations for all children, including those with special needs and disabilities
- ensures that children study a broad and balanced curriculum by teaching a range of subjects
- is coherently planned and sequenced so children can embed and use their knowledge and skills fluently
- extends beyond academic to provide opportunities for every child to develop and discover their character, interests and talents
- is closely linked to the school's core values
- encourages children to value the Woodhouse community
- prepares children for life in modern Britain, developing their understanding of fundamental British values and equipping them to be responsible, respectful citizens

MFL Subject Intent

We want to foster children's curiosity and deepen their understanding of the world. We aim to develop the importance of values whilst respecting the differences of others. We are committed to ensuring that competence in another language enables child to interpret, create and exchange meaning within and across cultures. It also helps children develop skills that will open further opportunities later in life.

Essential Characteristics in the Subject

- The confidence to speak with good intonation and pronunciation
- The ability to read with fluency
- To develop fluency and imagination in writing
- To gain a strong awareness of the culture of France
- A passion for languages and a commitment to the subject
- The ability to use languages creatively and spontaneously
- To develop an independence in their studies and the ability to draw upon a wide range of resources.

Threshold Concepts

- Speaking and listening

This involves using key vocabulary and phrases verbally to communicate ideas. It also involves listening and making sense of what others are saying using the French language.

- Read and writing including knowledge about language – grammar, punctuation and spelling

This involves children recognising key vocabulary and phrases to read and the ability to record these words and phrases in written form to communicate ideas.

- Intercultural understanding

This involves gaining the background knowledge and cultural capital needed to infer meaning from interactions.

Woodhouse West Primary School- Aspirations

Aspirations for the future;

At Woodhouse West, we are always thinking about how to prepare our children for the next stage in their learning journey and beyond. We like to talk to the children about their aspirations and take the time to consider the jobs that a range of the foundation subjects are needed for.

Here are some of the jobs you could aspire to do in the future as an Linguist:

- Publicity Assistant
- Translator
- Attractions Manager
- Aircraft Tester

For more careers, please visit [First Careers](#).

Woodhouse West Primary School- Enrichment

Wider Curriculum Opportunities & Cultural Capital

Our curriculum extends beyond the National Curriculum and includes a wide range of enriching experiences and opportunities both within and beyond the school day. This includes a programme of lunch-time and after-school clubs, that support the core curriculum offer, as well as those which develop specialist skills, such as German, music, whilst also extending the range of children's experiences (Cultural Capital). A primary focus of our curriculum is to raise aspirations, engender a sense of personal pride in achievement, and provide a purpose and relevance for learning.

The school takes pride in providing a highly inclusive environment, where learners demonstrate high levels of enjoyment in their education and make very good progress across the curriculum. Children at all levels are helped to achieve their potential. Those who are most able are challenged and supported through being offered tasks which provide opportunities for greater depth and those who can struggle are encouraged and given targeted support to embed skills, to develop at their own pace or simply to learn in a style that best suits their individual needs.

In addition to our exciting and stimulating cross-curricular themes, we also provide further opportunities to enhance children's learning wherever possible. These include:

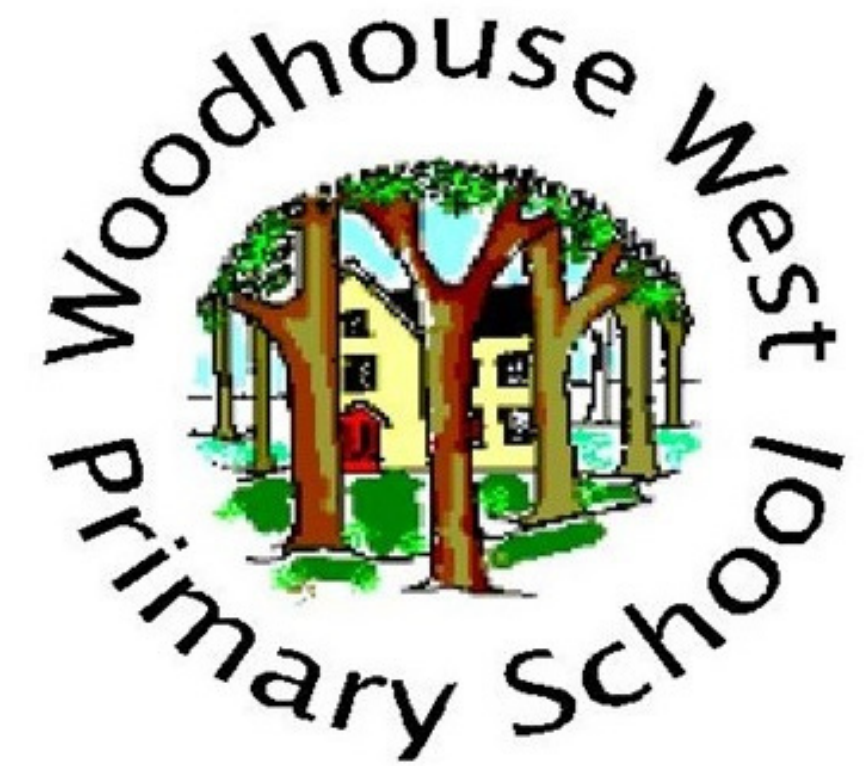
Whole School Theme Days/Weeks

Throughout the year, themed days/weeks are woven into the curriculum to extend the breadth and balance of opportunities we offer our pupils. These include, Anti-bullying Week and eSafety Day, World Book Day, Family Fun Fit day, an Enterprise topic culminating in a Summer Fair, Science Week, Curriculum weeks, Red Nose Day and Comic Relief.

Educational Visits and Residentials

School trips and visits are an integral part of the education of children at Woodhouse West Primary. We value the opportunities such visits offer our pupils and the commitment of staff and adults undertaking them. Trips include class visits aimed at bringing learning alive and providing first-hand experience and bringing learning alive; extra-curricular outings such as activities with the school choir or sporting events; and attending or taking part in performances or competitions.

Children in Years 2, 4 and 6 take part in residential visits. These are planned to provide new and exciting experiences. Children in Year 2 and Year 4 go on a two night residential visit and our Year 6 young people take part in an outdoor pursuits residential where they experience a range of activities such as orienteering, climbing, abseiling, raft building, archery and lots more.



MFL and the
National
Curriculum

MFL and the Statutory Requirements

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

In KS2 pupils should be taught to:

- 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 the language studied.

EYFS and KS1

In EYFS and Key Stage One, children learn about different countries and cultures.

They also take part in subject related experience days such as learning about Chinese New Year. During these focus days, children will learn some phrases from the language of the country they are learning about as well as tasting food and learning about the traditions of that country.

At registration time and home time, teachers encourage children to greet them or say good-bye in a range of languages such as French, German and Spanish.

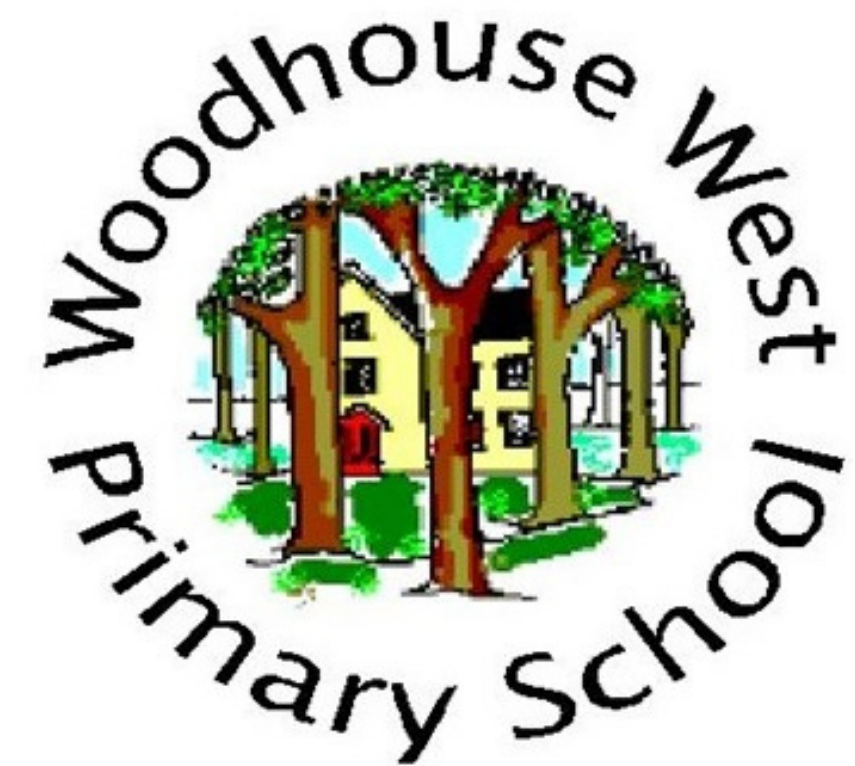


Implementation of Whole School MFL

French
Programme of Study

Woodhouse West's MFL Programme of Study

	Autumn	Spring	Summer
Year 3	Getting to know you All about me	Food Glorious Food Family and friends	Our School Time
Year 4	All around town On the move	French going shopping Where in the world	What's the time Holidays and Hobbies
Year 5	Getting to know you All about ourselves	That's Tasty Family and Friends	School Life Time Travelling
Year 6	Let's visit a French Town Let's go Shopping	This is France	All in a day



Implementation of Whole School MFL

Progression of Knowledge
& Skills

Progression of Knowledge & Skills- Threshold Concepts

At Woodhouse West, we aim to develop language skills through following a progressive scheme for French teaching. Through delivery of this scheme, children learn to develop key skills in:

Speaking and listening

This involves using key vocabulary and phrases verbally to communicate ideas

It also involves listening and making sense of what others are saying using the French language.

Read and writing including knowledge about language – grammar, punctuation and spelling

This involves children recognising key vocabulary and phrases to read and the ability to record these words and phrases in written form to communicate ideas.

Intercultural understanding

This involves gaining the background knowledge and cultural capital needed to infer meaning from interactions.

Implementation

Progression of Knowledge & Skills

Year	Speaking and Listening	Reading and Writing	Intercultural Understanding	Units of work
Year 3 By the end of Y3 pupils should be able to:-	- Pupils say single words and short, simple phrases in response to what they see and hear. They may need considerable support from a spoken model and from visual clues. - They imitate correct pronunciation with some success. - Pupils show that they understand a few familiar spoken words and phrases. They understand speech spoken clearly, face to face or from a good-quality recording. They may need a lot of help, such as repetition or gesture.	- Pupils recognise and read out a few familiar words and phrases presented in clear script in a familiar context. They may need visual clues. - Pupils write or copy simple words or symbols correctly. They label items and select appropriate words to complete short phrases or sentences.	- To know how French people greet each other. - Answer questions about aspects or communities of where the language is spoken such as French artists, the French Flag and French currency.	- Getting to know you - All about me - Food Glorious Food - Family and Friends - Our School - Time
Year 4 By the end of Y4 pupils should be able to:-	- Pupils answer simple questions and give basic information. They give short, simple responses to what they see and hear, and use set phrases. Their pronunciation shows an awareness of sound patterns and their meaning is clear. - Pupils show that they understand a range of familiar spoken phrases. They respond to a clear model of standard language, but may need items to be repeated	- Pupils show that they understand familiar written phrases. They match sound to print by reading aloud familiar words and phrases. They use books or glossaries to find out the meanings of new words. - Pupils write one or two short sentences, following a model, and fill in the words on a simple form. They label items and write familiar short phrases correctly. When they write familiar words from memory, their spelling may be approximate.	- To develop knowledge and understanding of French culture with regard to food, preferences (French beverages), weather, transport (shuttle and Eurostar), favourite/popular holiday destinations in France, - French clothing and towns. Children also investigate hair colour and eye colour of some famous French people.	- All around Town - On the Move - French going shopping - Where in the world - What's the time - Holidays and Hobbies

Progression of Knowledge & Skills

Year	Speaking and Listening	Reading and Writing	Intercultural Understanding	Units of work
Year 5 By the end of Y5 pupils should be able to:-	- Pupils ask and answer simple questions and talk about their interests. They take part in brief prepared tasks, using visual or other clues to help them initiate and respond. - They use short phrases to express personal responses. Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary questions or statements - Pupils show that they understand the main points from short spoken passages made up of familiar language. They identify and note personal responses. They may need short sections to be repeated.	Pupils show that they understand the main points and personal responses in short written texts in clear printed script made up of familiar language in simple sentences. They are beginning to read independently, selecting simple texts and using a bilingual dictionary or glossary to look up new words.	To develop knowledge and understanding of French culture with regard to French public holidays and festival, some traditional French dress, what would be found in a French town and symbols for pharmacy, doctor, museums, restaurants etc, and French weather.	- Getting to know you - All about ourselves - That's Tasty - Family and Friend - School Life - Time Travelling
Year 6 By the end of Y6 pupils should be able to:-	- Pupils take part in simple conversations, supported by visual or other cues, and express their opinions. They begin to use their knowledge of grammar to adapt and substitute single words and phrases. Their pronunciation is generally accurate and they show some consistency in their intonation - Pupils show that they understand the main points and some of the detail from spoken passages made up of familiar language in simple sentences. They may need some items to be repeated	- Pupils show that they understand the main points and some of the detail in short written texts from familiar contexts. When reading on their own, as well as using a bilingual dictionary or glossary, they begin to use context to work out the meaning of unfamiliar words - Pupils write short texts on familiar topics, adapting language that they have already learnt. They draw largely on memorised language. They begin to use their knowledge of grammar to adapt and substitute individual words and set phrases. They begin to use dictionaries or glossaries to check words they have learnt.	- To develop knowledge and understanding of French culture with regard to what makes a French citizenship, characteristics of French houses, the population of France, leisure in France such as football, cycle riding (Tour de France) and the Monaco Grand Prix. - To understand similarities and differences between French schools and English schools.	- Let's Visit a French Town - Let's go shopping - This is France - All in a day

Approaches to Teaching and Learning in MFL

Teaching and learning will focus on a range of agreed entitled experiences and there will be a focus on:

- Developing a clear progression of knowledge and skills linked to the essential learning objectives of the subject. These are out as key features.
- Role Modelling: Teachers use a stimulating and extensive range of resources (including authentic resources) to model spoken and written language . Teachers consistently model the learning process so that children understand how they may improve their own skills in speaking, listening, reading and writing. Teachers consistently model example responses and clearly explain how children may extend their learning. Teachers respond effectively to children's questions when they seek clarification and help.
- The consistent use of a range of teaching and learning approaches engage pupils in French. This includes questioning, oral work, written work, exploring ideas, class and group discussion and teaching specific knowledge and skills.
- Ensuring that appropriate opportunities are taken to develop the major cross-curricular skills such as English, Mathematics, History, Geography and Computing skills.
- The effective use of a range of resources to learn about French culture and language including: quality books, websites, photographs, pictures, dictionaries and glossaries, videos and computing software. These resources are adapted and used imaginatively to support learning and provide challenge to all children.
- The use of enrichment opportunities across school and experience days to understand more about the culture of France or other countries.



Larry the Linguist- our curriculum character

Implementation

Teaching, Recording, Feedback, Assessment and Reporting

Key features for this subject cover year 3-6. These key features form the basis of learning objectives for each lesson taught. These are based on the National Curriculum programme of study.

This will happen by:

- WALTs are shared with children each lesson and displayed in children's books.
- Children are given a context through which they can explore each learning objective.
- Teaching is focused on input, experiences and activities which promote the development of each key feature so that children can achieve the outcomes specific to
- their year group.
- Teaching follows a clear sequence for teaching a unit of work and teaching a lesson
- The various methods of recording should demonstrate the children's understanding of the lesson's learning objective and how deeply they have understood the objective
- Teachers' feedback should directly relate to the learning objective for the lesson
- Children are given the opportunity to assess their own and others' progress against the WALT. This may be recorded in the scrap book or done verbally.
- Teachers should use observations and work recorded by children to make judgements of the children's current progress against their year group's expectations.
- Regular retrieval practice will focus on children knowing and remembering more of what they have been taught.
- Assessment information will be used to plan future work for the class, including any intervention.
- All formative and summative assessments made will be used to inform discussions around pupils' progress and attainment in the subject at appropriate times, for example discussions with other professionals and reporting to parents on during parent consultation evening etc.

Implementation

Equality of Provision and Inclusion

Teachers ensure that the classroom is an inclusive environment in which pupils feel all contributions are valued and positive steps are taken to allow all pupils to participate. Teaching is responsive to pupil's different learning styles and takes account of their experiences and starting points, in order to engage all pupils. Pupil grouping in the classroom is planned and varied. Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks. Teachers challenge stereotypes and foster pupil's critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes across the curriculum. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

The curriculum at our school is planned, organised and taught in ways which are compatible with the Equality Act 2010 and school's Equal Opportunities Policy. As a school we will take reasonable and necessary steps to ensure that all children can access a broad and balanced curriculum. This includes ensuring that the environment is accessible as well as lesson content. In some instances, we may consult with external agencies for advice to meet the needs of some children to ensure that they are able to participate in all lessons across the curriculum. A wide variety of strategies are used to ensure that teaching meets the needs of different groups of pupils including those that are more able, those identified with special educational needs, and those from different ethnic or gender groups. These include:

Use of adaptive teaching

Differentiating Lessons by:

- Using a range of differentiated resources.
- Providing differentiated tasks where appropriate.
- Differentiating questions.
- Using a range of groupings within the class to teach children and support them.
- The amount of adult support that is given and adapting this as necessary.

Effective Lesson Planning and Management

- Setting clear objectives that are understood by each pupil.
- Presenting work in small achievable steps.
- Planning varied activities that motivate pupils and providing alternative activities where needed.
- Creating an atmosphere of encouragement and providing opportunities for pupils to achieve success.
- Identifying the most suitable pace for each student in order to provide sufficient individual challenge whilst fostering enthusiasm and facilitating concentration.
- Involving pupils in taking responsibility for their own learning and encouraging them to develop effective study skills.
- Providing deepening activities for students.

The Appropriate Deployment of Resources

- Analysing the suitability of resources and developing additional resources where necessary.
- Ensuring that teaching assistants are effectively deployed.
- Considering how specialist equipment, including I.T, can be of help and motivation to pupils.
- Careful assessment and monitoring.
- Using pupil's records and day to day achievements in geography to support planning.
- Carefully monitoring pupils' progress to ensure that success is built upon.
- Providing regular feedback to pupils on progress and actively involve pupils in the assessment.

Implementation

Reading in MFL

At Woodhouse West, reading is at the heart of the curriculum. It is our intent to ensure that every child not only develops the skills of reading but also a love of reading that will last them a lifetime. Our children read at home and school for pleasure, for information and to expand and enhance their knowledge and understanding across all subjects. Our children not only learn to read, they read to learn. Appropriate opportunities are taken to enhance children's learning in MFL through reading with the use of high-quality texts across a wide range of genres.

These are matched to each topic in each year group, in order to impact on learning in the following ways:

- Knowledge of an extensive and rich vocabulary.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.
- Excellent phonic knowledge and skills. Children will use phonic knowledge and sight word vocabulary knowledge to read French words and phrases.
- An excellent comprehension of texts. Children will read French text for understanding.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate evidence derived from a range of sources.
- To build cultural capital.

Implementation

SMSC in MFL

SMSC within the curriculum

SMSC is not a lesson which is taught in isolation, it is interwoven throughout our curriculum. MFL naturally provides rich opportunities for learning about the world around them specifically where countries where French is spoken. There are clear links with global citizenship, sustainable development and similarities and differences across the world. Staff are able to enhance teaching and learning by modelling respectful language and attitudes and making strategic decisions about the content of curriculum lessons that involve the children. Where appropriate, particular articles or areas of SMSC are linked to areas of history to provide children with a broad knowledge and understanding.

What impact does this have?

Due to the fact SMSC development is integrated into our broad and balanced curriculum, children understand the importance of their SMSC key skills and it becomes a fundamental part of our school ethos. We have found that bringing a SMSC perspective to areas of the curriculum can enhance and enrich learning and instil a respectful ethos within our school. By ensuring that children have a rich SMSC understanding, we ensure that they are ready to embrace the challenges of creating a happy and successful adult life in modern Britain.

Implementation



Evaluating the
Impact of
our MFL
Curriculum

Subject Leadership in MFL

Subject leadership tasks include:

- Leading staff meetings/ staff CPD.
- A self-review by staff of how confident they are in teaching each subject and training requirements that they needed to be more effective.
- Work alongside other subject leaders for consistency across subjects.
- Report back to the SLT on findings and to contribute to the School Improvement Plan and report to Governors (when necessary).
- Resourcing their subject to ensure that children have sufficient resources to be successful including the lowest 20% of children.
- Promoting reading at the heart of the curriculum by provide high quality texts to support their subject.
- Monitor the equality of provision for all to ensure there is consistency across year groups within key stage 2.
- Moderation of work across key stage 2.
- Facilitate opportunities for staff to share good practice across key stage 2.
- Compiling a portfolio of work across key stage 2 to show the impact the curriculum on learning.
- Lesson observations and drop ins.
- Team teaching.
- Coaching conversations.

Through these leadership tasks, subject leaders are able to:

Rationale and aims about the content and sequencing of the curriculum

- Identify and describe the key strengths and areas for development in their subject.
- Discuss these strengths and areas for development specific to year groups, phases or whole school.
- Describe how do they know it is happening and working in their subject and what is looks like now.

Pupils are accessing sufficient coverage and depth in line with the planned curriculum

- Explain how they guarantee and ensure progression for pupils within their subject curriculum.
- Can show where knowledge builds across a year/year group/key stage.
- Can show where knowledge builds in depth overtime.
- Explain how they ensure that there is suitable challenge and ambition for all pupils in their subject

Subject Leadership in MFL

Plan for an equality of access for pupils to the curriculum provision

- Share the timetabling arrangements for their subject across the provision, including how often learners get access to their subject area, how they know, how they check.
- Describe the outcomes of their last monitoring and explain what it told them about their subject.
- Explain and show their curriculum is resourced, especially for pupils with additional needs, including bespoke resources needed on occasion and how do they research these.
- Explain and describe what coverage is like for all pupils such as SEND, particularly those with low attainment in basic skills such as reading.

Staff training and expertise to deliver the curriculum

- Explain how the leader and how the staff keep knowledge and understanding of the curriculum up to date.
- Describe the impact of CPD they have undertaken and how it's been relevant to subject curriculum implementation.
- Explain how they support those who are not subject specialists.
- Has evidence to show the impact that the training has had on teachers' subject knowledge and their ability to implement the curriculum.
- Can describe the impact that the training has had on support staff subject knowledge and their ability to implement the curriculum.

Assessment is purposeful to the development of the curriculum

- Describe the purpose of assessment in their subject and explain why the subject is assessed in this way.
- Explain how they assure accuracy of assessment.
- Explain and show how assessment inform and improves the curriculum.
- Share what the assessment information tells them about the quality of the curriculum.