MFL (French) Handbook
Farington Primary School



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What is our vision?

At Farington Primary School we believe that learning another language should capture a child's imagination and make them curious. In turn, they will actively ask questions and seek answers that will broaden their horizons and deepen their understanding of the world.

We are fully committed to ensuring that competency in another language enables children to interpret, be creative and to exchange meaning within and across different cultures. This also allows our children to develop knowledge and skills that will lead to further opportunities later in life. We believe that embedding this knowledge will allow the children to recall on this to broaden their life experiences.

Curriculum Aims and Impact:

- Children are able to understand and respond to spoken and written language from a variety of authentic sources.
- They will be able to, with increasing confidence, fluency and spontaneity, find ways of communicating what they want to say, including through discussion and asking questions, continually improving the accuracy of their pronunciation and intonation.
- Children are able to write at varying length, for different purposes and audiences, using the variety of vocabulary, phrases and grammatical structures that they have learnt.
- Children discover and develop an appreciation of a range of writing in the language studied.

How do we achieve this?

At Farington Primary School our teaching staff are being upskilled in French and the teaching of French through CPD sessions in school and training/support via different training course. Including those not currently teaching French within their current year groups.
Children at Farington Primary School, are introduced to French in Early Years through song, rhyme and games.

MFL is taught weekly from year 3. Children will receive a weekly 30/45 minute lesson throughout KS1 to LKS2, progressing to one hour weekly in UKS2. As a school, we us The Primary Languages Network scheme of work.

Children are introduced to French in a way that is enjoyable, memorable and fun.

Children are taught to listen attentively to spoken language and respond, joining in with songs, rhymes and games. Thereby developing an appreciation of a variety of stories, songs and poems and rhymes in French.

Children will be given opportunities to speak and listen (Oracy), read and write (Literacy) and gain insight into other cultures and traditions (Intercultural Understanding).

Language learning is embedded into daily class routines (e.g. register greetings, classroom commands, classroom signage etc.)

MFL resources are used to support children's understanding of key concepts (interactive videos, flashcards with new vocabulary and phrases, bilingual dictionaries and posters, classroom displays with current vocabulary etc.)

Cultural artefacts and Real life artefacts (maps, flags, money etc from France/French-speaking countries) are available as a teaching resource and for the children to use

A yearly French Day to take place to enable the whole school to be immersed in the inclusion of French culture and to use the studied language in a meaningful context.

Scheme of Work:

Our curriculum progression documents highlights how the teaching of French is adapted and progressive throughout KS2. Teachers are free to use resources as they find them. These are then adapted and tailored to meet the needs of the content being taught and the class that the learning is being delivered to. Primary Languages Network is used to cross-reference objectives and gain useful planning materials, ideas and resources for the delivery of each topic along with lightbulblanguages.co.uk. Our curriculum coverage and materials used are based on the requirements within the National Curriculum.

Resources:

The following resources are available for teaching staff to help with their planning and teaching:

- Primary Languages Network (PLN) schemes of work.
- Access to Lightbulb Languages and use of any accompanying resources. (https://www.lightbulblanguages.co.uk/resources-primary.htm)
- A range of resources from various web sites including games, songs and video clips such as BBC Bitesize
- Age appropriate French dictionaries.
- Cultural artefacts and real life artefacts (maps, flags, money etc from France)

Assessment – How do we assess skills and understanding?

Teachers use a variety of diagnostic activities to support their judgments, and this is carried out during knowledge review week. Teachers may assess a child's understanding through discussion, evidence within the child's book alongside both oral and written work that has been completed. This can all add together to create a broad picture of a child's understanding and knowledge within an area. The MFL subject leader can also use this evidence alongside monitoring of curriculum books, lesson visits and pupil discussions to create accurate assessment judgements. This assessment will be shared with parents within the end of year report forms.

Health and Safety

There are no additional health and safety requirements over and above those required in a classroom.

Inclusion and Safeguarding Considerations

At Farington Primary School, all children regardless of race, gender, culture or disability have opportunities to develop their skills in MFL.
Teaching of a MFL is a vital way to enhance pupil's perceptions and to promote positive attitudes to cultural diversity. This enables us to broaden the horizons of our children and immerse them in a different language and culture.
Children with SEND are encouraged to participate fully in lessons with the necessary support and differentiated resources needed in order to enhance their learning

Other Points/Considerations:

Any additional resources that are required can be requested through the MFL subject leader. Whole school events will be organised and communicated too by the MFL subject lead.

Monitoring and Review:

The MFL coordinator will complete 2 audits within each academic year. Children's interviews will be undertaken where the children will be given the opportunity to demonstrate their speaking and listening skills. The MFL coordinator will also undertake drop-in sessions throughout the year to support the teaching of French. These can take the form of team teaching, modelling lessons and lessons observations to provide feedback and support. A yearly action plan will be drawn up based on the previous year's audits and actions. This plan will include key areas for improvement, staff CPD, any changes to schemes or work and providing updates to the long-term vision for the subject.