



Dishforth CE Primary School **Modern Foreign Languages Vision Statement**

At Dishforth it is our vision that languages are for life. The study of a language is seen as an important part of our pupils' education as languages are part of the cultural richness of our society and the world in which we live and work. Learning French contributes to mutual understanding, a sense of global citizenship and personal fulfilment. Pupils learn to appreciate different countries, cultures, communities and people. The ability to understand and communicate in another language is a lifelong skill for education, employment and leisure in this country and throughout the world.

Key features of our French curriculum:

- High expectations of every child
- Practical approach to learning French as a modern foreign language
- Engaging activities which allow children to practise and revisit key vocabulary
- Balanced opportunities for listening, oral and writing skills in French with a focus on the development of phonic understanding.

Organisation of teaching and learning

Although teaching a modern foreign language is not statutory in EYFS or KS1, children are exposed to French as a modern foreign language through songs and games.

Key Stage 2

In Key Stage 2 (KS2), teaching follows the National Curriculum and the North Yorkshire Scheme of Learning for Primary French. This involves a progressive scheme of learning across Year 3-6.

Planning

At Dishforth, we use the North Yorkshire Scheme of Learning for Primary French resources to support us in our planning.

- Long term plans map out the units to be covered each term in Key Stage 2 classes.
- Medium term plans identify learning objectives and outcomes for each unit, as well as indicating the skills and vocabulary being taught.
- Short term plans prepared by each teacher, highlight the skills and objectives of the lesson, and identify resources and appropriate differentiation. They also indicate key questions and vocabulary.

Structure of a lesson

1. Active starter where prior vocabulary is rehearsed and revisited, often singing or a Jaques a dit (Simon says) activity.



2. Introduction of vocabulary and opportunities for children to rehearse, explore and practise.
3. Clear model of main task.
4. Task – independent / paired / group
5. Plenary

Resources

- Word banks and mats available within the classroom for specific units of work.
- Central resources are kept in the stock cupboard in the KS2 shared area.
- Boardworks French computing programme to support teaching and learning is loaded onto the system.

Assessment

From the beginning of every lesson, teachers will be assessing what their pupils are, or are not understanding and use this to support children. Throughout lessons, misconceptions are dealt with immediately and high attaining pupils are challenged appropriately. Pre and post teaching, where necessary, ensures that all children can achieve and are prepared for the following lesson.

Subject leaders to have a termly meeting with the class teacher to track progress.

KS2

- Formative assessments are made during our French lessons. Practitioners observe, question and evaluate lesson outcomes to further determine progress made and the next steps in learning.
- Post unit self-assessments take place at the end of each unit using the NYCC scheme of Learning Primary French self-assessment grids.
- Assessment grids are completed for French at the end of each unit.

Monitoring procedures

The Head teacher and MFL subject leader play a central role in the monitoring and evaluation of the quality of teaching and learning of French in the school.

The monitoring strategy:

1. Children's work and planning scrutinies are conducted.
3. Lesson 'drop ins' and observations take place in all classes throughout the year.

The subject leader is responsible for monitoring attainment and progress, the outcomes of which are collated in the subject leadership folder and fed back to staff at an appropriate time.