



# What is French?

*How do we begin to learn a new language?*

Our Subject Leader's Policy & Guide

# Intent For Our MFL Curriculum

## Vision For Our MFL Curriculum

At Mayfield we are continually developing and evolving our French curriculum. Our curriculum is designed to ensure that all children develop competence and confidence in communicating in French through both understanding and producing language by the end of their primary journey.

We believe every child is entitled to develop a strong foundational understanding of how to learn another language, so they have a basis to build greatly upon this from Year 7 onwards, thereby empowering them to learn any language they may choose in the future. Our approach to teaching French is underpinned by an understanding that learning one language opens the doors to learning others. By learning languages, we encourage children to broaden their horizons and appreciate the fact that they are global citizens. We seek to empower our children to be ready for the future where living, working or travelling abroad may require the confidence and skill to communicate in another language.

Our school community possesses a rapidly increasing number and variety of languages spoken by its members. We celebrate the fact that a notably increasing number of our children already speak more than one language – and that in some cases are the lead translator for their family. Throughout our curriculum, we have a strong focus on effective communication and place language and vocabulary development as a focal point for progress and the reduction of individual barriers. We understand the power that language acquisition possesses.

In our French curriculum, we encourage children to appreciate the opportunities that speaking more than one language will provide them - essentially to hear from, and be heard by, people from a range of backgrounds across the globe.

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## How We Plan For, And Teach, French

Pupils begin learning French in Year 3. The curriculum is designed in three phases: **Early Language**; **Intermediate Language**; **Progressive Language**. Each with short focus projects spread across each term. There is a particular emphasis in developing children's phonic awareness so they can confidently and accurately pronounce words in an increasingly accurate accent, with the emphasis being towards spoken language - most specifically in the Early Language phase.

Pupils in Key Stage Two have a weekly French lesson throughout the year, which is designed to be short and sharp in nature. Our curriculum is based upon Language Angels and supported, where required, with other high-quality resources to plan and teach engaging lessons broken into small, progressive steps with opportunities for meaningful practice and review. The external curriculum has been identified by the subject lead as not only an effective means for delivering French in the way we know works well for our children, but also because it provides support for subject knowledge at the point of delivery which is important for teachers who may have a varying level of experience and expertise in this subject.

Sessions are devised to develop our three key cornerstones of language development: phonics, vocabulary and grammar. Learning is broken into small steps, modelled explicitly, practised deliberately and reviewed regularly and intentionally. Carefully selected high-frequency vocabulary is taught explicitly and revisited systematically over time to ensure automatic and fluent recall from long-term memory. Children learn grammatical structures, patterns and rules in a logically organised sequence. An emphasis is placed on reusable structures that children can learn to adapt and extend. Meaningful comparisons are made between the similarities and differences in English and French sentence structures. An emphasis in understanding and identifying word classes is prioritised in vocabulary and grammar instruction.

In addition to the teaching of the French language, sessions provide opportunities for children to explore different French-speaking cultures to develop their intercultural understanding at the same time.

The French presence is maintained through **French Stations** in each KS2 classroom, whilst the profile of MFL reward, achievement and celebration throughout the school year is maintained via the roles of our **Student Subject Champions**, **Subject Celebrations** and **Subject Achievement Displays**. Rewards always have a specific eye upon personal progress rather than summative attainment. French continues via our enrichment, wider curriculum offer: **The French Collection** which is a gathering of extra time spent on French language, society and food.

**'I Dream Of Being'....**created by us to meet the needs of our children, create aspiration and deliver our core intention.

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## How We Assess Learning in French

Teachers regularly assesses children's progress in French through listening to children's spoken communication and evaluating their application of phonic knowledge, vocabulary and grammatical structures in a range of contexts. Children's writing is also evaluated as a form of assessment of their application of phonics for spelling, precise use of vocabulary and manipulation of grammar. At the end of a learning project, children's progress is assessed against the unit objectives and next steps are planned for. Children are also involved in peer and self-assessment opportunities against specific criteria and are taught to reflect on their learning to draw out areas of strength and next steps. Teachers use **Brain Gym, Quizzes** and **Self-Quizzes** as strategies for ongoing assessment within sessions. At the end of the year, class teachers make a judgement as to whether each child is working at the expected standard.

## How We Record Outcomes in French

Our children offer a huge range of daily starting points and school readiness, therefore we have carefully considered ways of demonstrating progress and outcomes and how these must be adaptable to suit the needs of learners and the requirements of the subject. Therefore each subject has its own bespoke way of gathering evidence from learners that are not simply restricted to traditional pupil exercise books - **otherwise recording work becomes a barrier to learning rather than a chance to celebrate children's achievements and specialist skills and knowledge in areas where they may otherwise excel.**

**In French, children's work is gathered in:  
Individual Folders & Through Verbal Assessment**



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V

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G

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E



# French @ Mayfield



PHONICS

GRAMMATICAL  
STRUCTURES

VOCABULARY

CORNERSTONES  
OF LANGUAGE  
DEVELOPMENTCORNERSTONES  
OF LANGUAGE  
DEVELOPMENT

MAKING MEANINGFUL COMPARISONS BETWEEN ENGLISH AND FRENCH

YEAR 3: AUTUMN

*I Am Learning French/Animals*

YEAR 3: SPRING

*Fruits & Vegetables*

YEAR 3: SUMMER

*Clothes/The Seasons*

YEAR 4: AUTUMN

*Dates/The Weather*

YEAR 4: SPRING

*Presenting Myself/My Family*

YEAR 4: SUMMER

*My Home/In The Classroom*

YEAR 5: AUTUMN

*At School/At The Cafe*

YEAR 5: SPRING

*Pets & Habitats*

YEAR 5: SUMMER

*The Weekend/Around Town*

YEAR 6: AUTUMN

*World War Two*

YEAR 6: SPRING

*Olympic Games*

YEAR 6: SUMMER

*Me In The World*

PROJECTS

PROJECTS

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## French Overview



	Autumn	Spring	Summer
Year Three	<b>J'Apprends Le Francais</b> (I Am Learning French)  <b>Les Animaux</b> (Animals)	<b>Les Fruits</b> (Fruits)  <b>Les Legumes</b> (Vegetables)	<b>Les Vetements</b> (My Clothes)  <b>Les Saisons</b> (Seasons)
Year Four	<b>La Date</b> (Dates)  <b>Quel Temps Fait-il?</b> (The Weather)	<b>Je me Presente</b> (Presenting Myself)  <b>La Famille</b> (Family)	<b>Chez Moi</b> (My Home)  <b>En Classe</b> (In The Classroom)
Year Five	<b>A L'Ecole</b> (At School)  <b>Au Café</b> (At The Café)	<b>As-Tu Un Animal?</b> (Do you have any pets?)  <b>Les Habitats</b> (Habitats)	<b>Le Weekend</b> (The Weekend)  <b>En Ville</b> (Around Town)
Year Six	<b>La Seconde Guerre Mondiale</b> (World War II)	<b>Les Jeux Olympiques</b> (The Olympics)	<b>Moi Dans Le Monde</b> (Me In The World)

Early Language = Red

Intermediate = Green

Progressive = Blue

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## An Awareness Of Year 7 Coverage & Direction

**We have designed our curriculum with a view upon the learner's progression into KS3 in mind.**  
**As such, we have considered the curriculum of our feeder high school where almost all of our learner's attend upon leaving Mayfield.**  
**Therefore our projects either give knowledge that can be taken into more specific and detailed studies at Year 7**  
**or allow for new areas to be studied that can draw upon and make relevant comparisons to Mayfield projects.**

### Yr7 French & German Curriculum Overview



	Term 1			Term 2			Term 3		
Topic	Personal information	Birthdays	Physical appearance & clothes	Daily routine	Free time	Free time opinions	School	School subjects	School day
French Language & Structures	French sentence builder 1	French sentence builder 2	French sentence builder 3	French sentence builder 4	French sentence builder 5	French sentence builder 6	French sentence builder 7	French sentence builder 8	French sentence builder 9
German Language & Structures	German sentence builder 1	German sentence builder 2	German sentence builder 3	German sentence builder 4	German sentence builder 5	German sentence builder 6	German sentence builder 7	German sentence builder 8	German sentence builder 9
Assessment	Translation from the target language into English			Translation from the target language into English			Translation from the target language into English		
	Translation from English into the target language; French or German			Translation from English into the target language; French or German			Translation from English into the target language; French or German		

**Clearly our curriculum is designed to build directly upon the French areas of this Year 7 curriculum.**

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