

Curriculum Subject: MFL

Equity

Intent

At Woodford, language learning provides an essential opening to other cultures, fostering curiosity and deepening pupils' understanding of the world. Pupils can express their ideas, thoughts and opinions in another language and understand and respond to its speakers, both in speech and in writing. It provides pupils with new ways of thinking and understanding: providing the foundation for learning new languages and understanding more about their own. Children will be taught through 3 'core knowledge strands' that include the most frequently used words by native speakers, building useful, confident communication in the new language.

Social Structures

- Talk partners for speaking activities,
- Shared discussion.
- Choral rehearsal of vocabulary.
- Follow expert modelling.

Vocabulary

We prioritise the teaching of vocabulary as a core component to build children's knowledge in French, and this is why vocabulary is revisited throughout the curriculum: within the term and throughout the year.

Expectations

- Weekly MFL lessons with spoken written and reading activities.
- Follows Rachel Hawkes KS2 French Scheme of Work that coherently sequences key knowledge content.
- 3 strands: phonics, vocabulary and grammar.
- Retrieval is a key planned part of each lesson, as well as spaced retrieval of key vocabulary and grammar.

Opportunities

- Wider exposure to the foreign language (KS1 and KS2): songs, rhymes and stories to supplement the scheme of work.
- Language links to feeder secondary schools to help transition.
- Bilingual dictionaries

Adaptations

- Use of visual symbols to support new vocabulary acquisition.
- Activities broken into smaller steps where necessary.
- Questioning to help build confidence and success e.g. asking some children to translate into English instead of French.

Diversity

At Woodford we understand the importance of diversity. Our curriculum is underpinned by the British values and ensuring our pupils are well rounded individuals who will impact positively on society.

Individual liberty: Language learning emphasises the importance of personal expression and communication. We provide our children with the freedom and safe space to make their own mistakes when experimenting in another language.

Mutual respect and tolerance: Learning about different faiths and cultures, listening to various viewpoints to understand and value the diverse experiences and contributions of others. Mutual respect is a core value in an MFL classroom to encourage and support participation by all.

Democracy: Opportunities to learn about how different cultures and countries make decisions and their engagement in democratic processes.

The rule of law: Opportunities to learn about the laws, regulations and traditions of other countries and culture, as well as the importance of following rules and authority.

CURRICULUM DELIVERY			
Grow the potential for all children - children secure new knowledge and achieve. Enact the planned curriculum content.			
	Consistent Approach	Common Language	Teacher/TA Role
Entry	<ul style="list-style-type: none"> Ready for learning. Meet and greet/welcome Calm and silent Magnet eyes Prepared (equipment, pre-teach) 	<ul style="list-style-type: none"> Positive Calm 'Ready to learn.' '1, 2, 3' 	<ul style="list-style-type: none"> Meet and greet. Set expectations for learning.
Starter	<ul style="list-style-type: none"> Review/Retrieval of knowledge. Set the purpose for new learning to connect schema (know, do remember). 	<ul style="list-style-type: none"> Knowledge Retrieval Knowledge quizzes 	<ul style="list-style-type: none"> Check knowledge. Connect schema. Assessment.
Teacher Instruction (I do)	<ul style="list-style-type: none"> Specify and define new vocabulary. Narrated modelling to demonstrate new knowledge. Questioning to deepen thinking of concept/new knowledge. High-quality collaborative learner talk. 	<ul style="list-style-type: none"> Narrated modelling Vocabulary Questioning Thinking Cold Calling Oral rehearsal 'MTYT' 'TYP' 'Magnet eyes' 'Choral wave' 	<ul style="list-style-type: none"> Direct instruction. Model and explain new knowledge. Circle the room. Listen to discussion. Give feedback. Question understanding.
Guided Practice (We do)	<ul style="list-style-type: none"> Exploring the idea in small steps to allow learners to master the concept and connect the schema. High-quality collaborative learner talk. High-quality talk around exemplars of excellence. Scaffolding support to adapt access for children to progress with knowledge content. 	<ul style="list-style-type: none"> Components Connections Scaffold Small steps 9 Talk Moves Choral responses 'Do it, do it again, do it yes again.' 'Say it again better' 'MTYT' 	<ul style="list-style-type: none"> Listen to discussion. Address misconceptions. Circle the room. Live feedback. Question.
Deliberate Independent Practice (You do)	<ul style="list-style-type: none"> Assessment for learning. Independent 'overlearning' to secure concept to long-term memory. Scaffolding support to adapt access for children to progress with knowledge content. Questioning to assess how well the new knowledge has been secured. Live feedback to address misconceptions and deepen thinking. 	<ul style="list-style-type: none"> 'TYP' Overlearning Applying Questioning independent practice Silent practice Focused feedback 'Show what you know.' 'Do it, do it again, do it yes again.' 	<ul style="list-style-type: none"> Address misconceptions. Live action feedback. Circle the room. Targeted support. Responsive teaching. Adaptive scaffolds.
Exit	<ul style="list-style-type: none"> Review/Retrieval of new knowledge. Assessment as learning. 	<ul style="list-style-type: none"> Knowledge quizzes Synoptic tasks Progress measure 'Tell me what you have understood.' 	<ul style="list-style-type: none"> Check knowledge. How well have all children secured curriculum content?

All children included in learning and have access to the curriculum content - Equity. All children secure new knowledge and progress with learning.

All children included in learning and have access to the curriculum content through their needs being met. All children secure new knowledge and progress with learning.