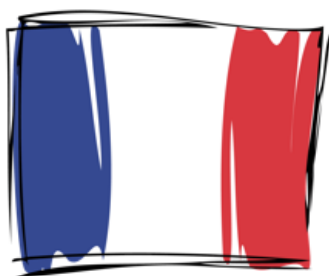


Curriculum Statement for Modern Foreign languages

At Dohill, the language we have chosen to study is 'French' and our principle aims for our children follow the National Curriculum guidelines:

- For all children to understand and respond to spoken and written language from authentic sources.
- For all children to speak with increasing confidence and fluency, communicating in a range of ways.
- For all children to discover and develop an appreciation of the language we are studying.
- For children to progress through the vehicles of 'speaking, listening, reading and writing' in the areas of: phonics, vocabulary and grammar.

The core of our modern foreign languages curriculum is the National Curriculum for England, which is supplemented by the Twinkl French scheme.



The curriculum has been specifically sequenced in a logical progression to ensure that new knowledge and skills build on what has been taught before: Year 3 to Year 6. This enables our pupils to know more and remember more. End points are clearly identified for each year group.

All children have access to a high-quality, ambitious languages curriculum that is both challenging and enjoyable and raises pupil's aspirations. We widen their horizons through a context rich curriculum, that gives purpose to their learning, through high expectations for every child to succeed.

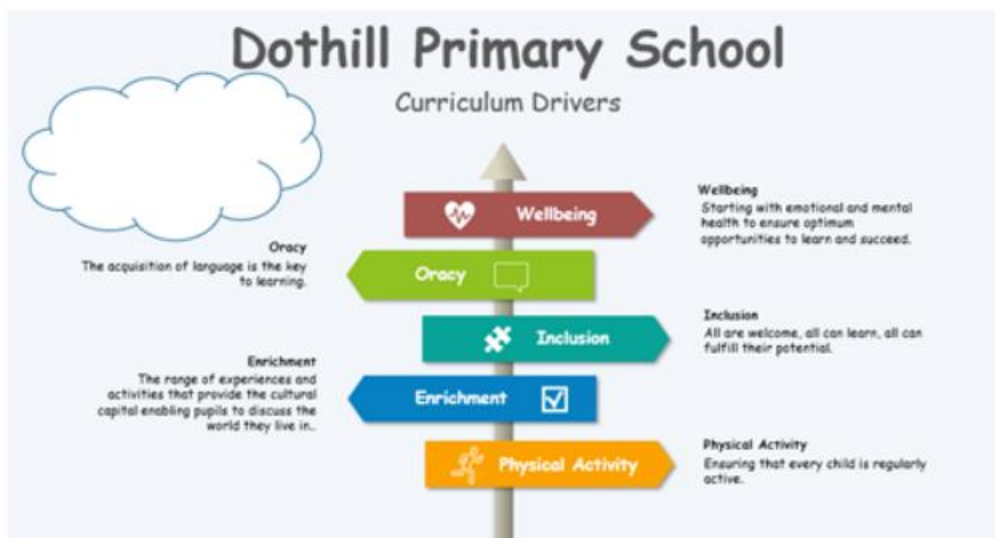
Our expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress are always based on the security of pupils' understanding and their readiness to progress to the next stage. Throughout school, we develop resilience that enables all children to access and persevere with their learning.

Every year group has a yearly curriculum map that outlines the areas of Modern Foreign Languages where key units will be taught throughout the year. This ensures that an adequate amount of time and coverage is allocated for languages

skills, with all pupils in Key Stage 2 participating in at least 2 units of French throughout the year. These units enable our pupils to develop their skills through the foundations of phonics, vocabulary and grammar, which are our three pillars of progression.

Detailed medium-term planning supports teachers to plan a sequence of progressive weekly lessons and, over time, giving the children time to master French and language skills. Within this document, key objectives and vocabulary are outlined with opportunities for cultural appreciation and exploration; authentic sources for their progression in phonics, vocabulary, and grammar and to communicate with increasing confidence and fluency. Progression documents and the MFL policy, used to support the medium-term plan, to ensure that staff are delivering a consistent and challenging curriculum.

At Dothill we have five curriculum drivers that are central to our school vision and ethos. They help to drive and shape the curriculum and are incorporated across all subjects and themes.



Enrichment - A range of visits or visitors into school are planned across the curriculum. These are organised by teachers, in order to offer a range of experiences that help to broaden the understanding of curriculum content, enrich the curriculum delivery with real-life experiences and most importantly help the children embed and retrieve their learning. In French, enrichment is embedded in every lesson as we strive to highlight to the children the range of experiences they have that are both similar and different to a range of cultures. We also take opportunities to explore not only France but also other French-speaking countries and investigate the differences and similarities between their cultures too.

Wellbeing - We place emphasis on a curriculum that develops the whole child. Through our core values - happiness, respect, responsibility, creativity, honesty,

enthusiasm, confidence, kindness, cooperation and fairness - we ensure that the wellbeing of all members of the community is at the centre of our life in school and the key to raising academic success. Our children gain a sound knowledge of their own value and purpose, with the ability to make choices and decisions. In French this is achieved but allowing children to explore their own culture and its similarities and differences to that of French culture. Modern foreign languages ensures opportunities for the children to discuss their own culture and celebrate the diversity that we have at Dothill Primary School.



Oracy - Our curriculum aims to develop learners who can think critically, reason together and have the vocabulary to express their knowledge and understanding. In French oracy is continually developed in every single lesson. This may be through discussion of certain points but is always through teaching the children how to articulate themselves, their experiences and their opinions through another language. This will involve many conversations but also dramas and role play for the children to partake in.

Physical activity - Sport England Survey shows that active children are happier, more resilient and more trusting of others and it's also shown a positive association between being active and higher levels of mental wellbeing, individual development and community development. At Dothill we build physical activity into French through our commitment to being an 'active school', this includes 'brain breaks' when needed, using the 'Calm Brain' programme, but also through role play

work and activities designed for the children to spend portions of the lessons out of their chairs and moving around the classroom.

Inclusion - All pupils participate in French. Each learner is an individual and we use a child centred approach to adapting our teaching to meet their need.

We make the following adaptations to the curriculum to ensure all pupils needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font etc
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, visual cues to accompany verbal instructions.

We use the NASEN 'Teacher Handbook: SEND' (2021) to further inform our inclusive practice by considering specific adaptations for each curriculum area.

Inclusion is supported in a variety of ways depending on the needs of the individual child. This can be done through differentiated activities, plenty of 'active learning', adult support, visual support and role plays for children who need help putting their learning into a range of realistic contexts.

French lessons are structured consistently throughout school with starters where pupils revisit prior learning such as key grammar rules or vocabulary. After this, the new learning is introduced with a large emphasis on 'speaking' to ensure children are learning to communicate effectively. During lessons, roleplay and drama are utilised to secure children's understanding before moving to the written form and children are encouraged to seek out resources such as bilingual dictionaries for themselves as learning aids. Our lessons, where possible, are contextualised to further engage the children with their learning and they are given

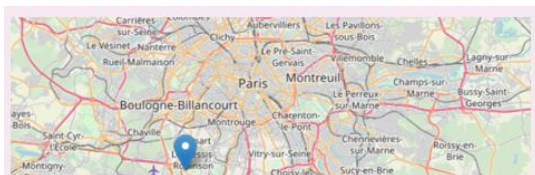


opportunities to develop their **oracy** by having these regular opportunities to speak in French and hear others speak in French.

Within the lesson, teachers check pupils understanding effectively and address any misconceptions swiftly. The curriculum is designed and delivered in a way that allows pupils to know more and remember more. Key concepts are embedded in their long-term memory so they can apply them fluently.

The EYFS curriculum includes rich opportunities for children to explore different languages, both French, and the languages that children may speak at home but also exploring the world around them and understand their place in this world, ready to be built upon in KS1 and KS2. Therefore, throughout the whole of the Foundation Stage, the pupils will have opportunities to build and apply their cultural understanding both inside and outside.

In Key Stage 1, we begin to embed French phrases and greetings throughout the day, ensuring that children's curiosity is being fostered even before explicit teaching and learning takes place in Key Stage 2.



Bonne Année

Joyeux Noël

Paris, le 22 novembre
Bonjour Ben !
Je m'appelle Théo et j'habite à Paris en France.
J'ai onze ans.
J'ai un frère, Mattis et une sœur, Léa.
Et toi ?
A bientôt
Théo

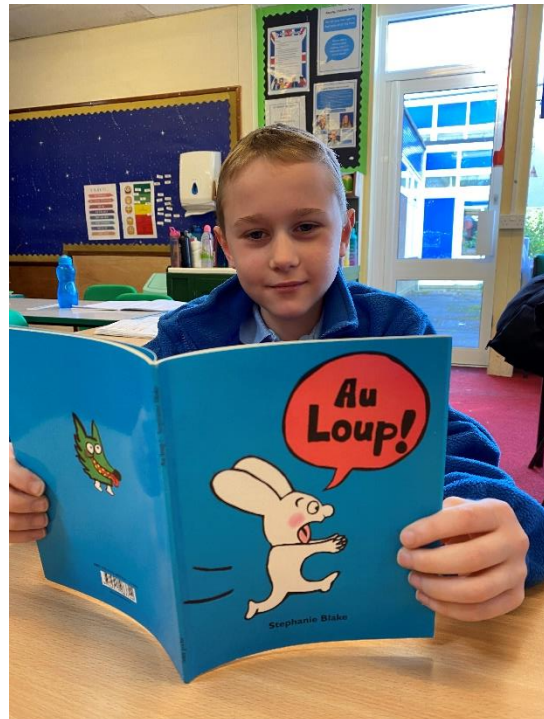
In Key Stage 2, the pupils' phonics, vocabulary and grammar skills are developed through the use of practical activities, ensuring pupils can communicate verbally by listening attentively to spoken language and show understanding by joining in and responding and engaging in conversations. Pupils can speak in sentences, using familiar vocabulary, phrases and basic language structures and develop accurate pronunciation and intonations so that others can understand which is emphasised through a broad range

of partner work, drama and role play. This is very similar for also their written form of communication in which they can also describe people, places, things and understand basic grammar appropriate to French including the feminine and masculine form.

Assessment is woven throughout the curriculum and is used by staff to check pupil's understanding of key concepts. At the beginning of each lesson the class teacher will share a learning objective and success criteria with the children. This informs them what they are learning and the steps they need to take to be successful. The teacher will assess the pupils against the success criteria. The assessment will be based on the pupil's application of taught knowledge through class discussion, answering questions, practical activities and if appropriate

written work. This supports in identifying gaps in knowledge and understanding enabling teachers to respond appropriately. We also recognise the value of assessment as an important learning tool which provides opportunities for pupils to strengthen their memories through concerted effort.

At the beginning of each unit of work the pupils will independently take a quick quiz, that will assess to see what they already know. The quick quiz will assess pupils' knowledge of technical vocabulary and key knowledge. This quiz quick will then be taken at the end of the unit of work to show progress.



Assessment tasks are used daily (recall starters, rapid recall of key vocabulary) in strengthening memory by providing children with the opportunities to 'struggle' and make a sustained effort in trying to retrieve information, the process of which strengthens their memory. It is through this effort within tasks that strengthens memory recall and creates the strongest connections in their learning.

The impact of our Modern Foreign Languages curriculum is that:

- Our pupils love French and can speak French confidently with increasing accuracy.
- Our pupils can articulate how it helps them understand cultures and communities different from our own.
- Our pupils have an appreciation of languages and diversity.
- Our teachers have high expectations for every pupil which is evident throughout the high standards of work which pupils clearly take pride with.
- Our teachers have good subject knowledge and are aware of the resources available to help them plan well-structured lessons.
- Our subject leaders have a clear understanding of the schools' strengths and areas for improvement. There is a constant drive to ensure that we can be the best we can be.