**MFL (Modern Foreign Languages) Intent**

At Bedford Drive Primary School we follow the National Curriculum aims and have constructed an ambitious curriculum, to support this we have adapted the Lightbulb Languages Scheme of work. The Scheme offers detailed plans and resources enabling challenging, engaging lessons. More recently we have gained access to Primary Language Network. This resource allows the children regular access to and hear a native speaker.

French is the chosen MFL to be taught as the local high schools all offer French at KS3.

Values are a crucial element of the curriculum at Bedford Drive and recently MFL has been taught through our recent project ‘Adrift’- whole school project focusing on social justice. The children whilst embracing MFL were also given opportunities to understand, experience and discuss values such as empathy, tolerance and inclusion.

It is important the children understand the French culture as well as the language, so children engage in topics about France and prepare presentations of their findings that they share in special celebration assemblies, on Twitter and during class celebrations. All KS2 children participate in French lessons and pupils who have special educational needs and/or disabilities follow the MFL curriculum with their peers.

We have carefully analysed and discussed our pupils’ backgrounds, life experiences and cultures which has helped us to develop our MFL Curriculum. Our aim being to empower them to feel that their MFL education has purpose and value.

Oracy is a key element of the curriculum and the development of vocabulary is paramount. For MFL, we have clearly identified vocabulary that builds up progressively. Children also get opportunities to develop oracy skills through talking about and appreciating other cultures and viewpoints.

We provide an inclusive curriculum, ensuring those who have special educational needs and/or disabilities and those who are disadvantaged can all receive the same opportunities as their peers in MFL. Expectations are high for every pupil with appropriate levels of challenge and support. The schemes of work, which we have created at Bedford Drive are ambitious; they help children, many of whom start at Bedford Drive below age related expectations, to quickly gain knowledge and skills. We want our children to know more, understand more and remember more about MFL.

Within the MFL curriculum, we have identified clear end points for each year group and ‘sticky knowledge’. We are ambitious for all of our pupils and encourage them to work towards and achieve these end points in MFL.

Reading is a vital skill and a key to the world to future success and this is prioritised within our curriculum.

Within our MFL schemes of work, we have identified engaging texts, variety of vocabulary and subject areas to ensure that pupils’ confidence and enjoyment of reading is enhanced throughout the curriculum and their vocabulary is rich.

**End Points in Speaking and Listening**

**Year 3** Say hello/ goodbye and introduce yourself. Repeat sentences and make simple adaptations. Begin to understand that nouns have different genders.

**Year 4** understand a range of phrases and repeat and adapt and be able to answer a range of questions on different topic areas- How I go to school, what my favourite food is.

**Year 5** take part in a simple conversation and give opinions and reasons. Be able to get the idea of a conversation or a piece they have read and be able to prepare a short piece for a presentation. Understand basic grammar- adjective after noun.

**Year 6** Understand more challenging texts. Use more complex sentence structure and engage in longer conversations using and, but, also. Negative sentences.

**End Points in Writing**

**Year 3** -basic, simple sentence.

My name is, I am ten years old…

**Year 4** add day of the week, month of the year.

On Tuesday I play football. In January it snows.

**Year 5** Add preferences

I hate, I love, and, but.

I have sandwiches on Tuesday.

I love cheese but I hate ham.

**Year 6** Negative sentences, and, but, also.

I go swimming on Tuesday with my brother I love swimming but my brother doesn’t like swimming.

Through MFL, we intend that the children should become:

**Self - Successful learners** – we want our children to be knowledgeable, articulate and curious, having a sense of achievement in MFL.

**Self - Confident individuals** – we want our children to enjoy coming into school and have constructed a curriculum to promote and develop a love of learning and encourage curiosity; a have a go attitude without fear of getting it wrong and more the attitude of by trying and making mistakes is how I get better.

**Society - Responsible citizens** – we aim to offer experiences which help them become resourceful learners who use their initiative, and make a positive contribution to society. We want our children to be curious of other cultures and embrace and celebrate differences.

**Global -** Cultural capital is a key feature within our schemes of work.

The children are given opportunities to explore:

Towns and Cities in France.

Where in the world French is spoken?

Fact find about famous French people from Monet to Paul Pogba.

Fact find about schools in France and England. Similarities and differences

Celebrations in France and England similarities and differences.

**Implementation**

At Bedford Drive MFL is taught to all KS2 students during their class teachers PPA. The pupils receive MFL for approximately an hour and a half every fortnight. This is taught by Ms Gallivan who although not a native speaker, is enthusiastic about MFL being taught and has set up a local cluster group that meets regularly (prior to pandemic) to share ideas and good practice. We are also a member of Primary Language Network and benefit from regular support and training. Staff benefit from training on a termly basis and share resources and lesson ideas and pupils benefit from regular lessons enhanced by a native speaker.

A range of teaching styles is provided to engage all learners. Emphasis is given to teach, repeat, practise this enables our children to develop a better understanding and a confidence to speak and write in a MFL.

At the start of Year 3 children are encouraged to greet others, introduce themselves and say how they are feeling and when they leave in Year 6 they are able to engage in longer conversations, read aloud and understand a short text and create their own sentences using knowledge of basic sentence structure.

Children benefit from a wide range of activities from role play, games, quizzes, native speaker, songs, video and a variety of translation texts.

Differences in sentence structure are identified. Discussions around adjectives and verbs positioning in a sentence explained. e.g. The red ball- English. The ball red- French. Pupils are quick to grasp these differences and enjoy the challenge of writing and translating.

Our MFL scheme of work is delivered through well-structured lessons. We revisit and revise prior learning using strategies such as quizzes, games, online learning and recapping previous lessons. This helps to develop memory and ensure knowledge, skills and understanding becomes part of the long-term memory.

A mix of teaching styles allows for all types of learners to succeed and a range of activities allows for pupils with a variety of abilities to also feel they have been successful in their learning.

Our carefully sequenced MFL curriculum and planning means that we have opportunities for repetition and practise of essential knowledge, skills and understanding within MFL as they progress through Key Stage 2 revisiting and building on previous learning enabling better retention in the long term.

Progress and achievement of all learners is tracked on our Insight Tracking system. The assessments are used to inform planning. A mix of teaching styles allows for all types of learners to succeed and a range of activities allows for pupils with a variety of abilities to also feel they have been successful in their learning.

Careful monitoring of teaching and learning through lesson observations, work sampling and talking to the pupils through Pupil Voice enables evaluation of the effectiveness of MFL.

Key vocabulary is identified and used and as oracy is an important part of our curriculum, we ensure that pupils have opportunities in MFL to discuss, debate and present their work, thoughts and opinions.

Reading and developing a love of books is an important part of our curriculum, therefore opportunities to read and translate a range of quality texts have been identified to support and enrich teaching MFL.

**Impact**

At Bedford Drive, we want our children to know more and remember more. Therefore, we use formative and summative assessment information to inform planning.

Our tracking system, Insight, allows staff to assess systematically what they children know as the unit of work progresses, which is then used to inform future planning. the MFL teacher can quickly see, which child or group of children need further support in a specific area and incorporate this into planning or into a short-term intervention. These formative assessments, then inform our summative assessment judgements, in each subject.

As part of our monitoring cycle, SLT and Subject Leaders monitor all subjects over the academic year. Monitoring includes: books looks, learning walks/ lesson observations, pupil voice and/or parent voice. Our Governors are also part of this process. Through this rigorous monitoring cycle, we have the opportunity to see the impact of our curriculum upon the children.

We believe that through the curriculum, we can impact on what a child is feeling about themselves so that they feel confident and competent; ready to tackle any challenge that they may face. Our MFL curriculum ensures that every child receives an appropriate mix of academic and personal development and here at Bedford Drive, we place high priority on ensuring children’s physical and mental well-being needs are being met.

Our full and rich curriculum, with its excellent range of experience ensures that every pupil at Bedford Drive Primary School makes good progress both academically and personally. Our unique curriculum ensures that every child is given the opportunity to shine and flourish.

We will see:

**Successful learners** – as children confidently and passionately talk to us about their learning. Children who have a wide French vocabulary and read and write in French. French language skills taught will enable children to move to the next stage of their learning and knowledge will equip our children to be good citizens in a multi-cultural Britain.

**Confident individuals** – who enjoy coming into school and are invested with their learning, showing a resilient, can do attitude. Through French lessons children develop in to confident French speakers, readers and writers.

**Responsible citizens** – who confidently talk about a difference they can make for **themselves**; through learning about how to be a good learner and a kind friend; our **society** through projects such as ‘Adrift’ where all children learn about social justice; and **globally**, where all children learn about conservation through a project with Chester Zoo.