



OUR LADY AND
ST HUBERT'S
CATHOLIC PRIMARY SCHOOL



At Our Lady and St.
Hubert's, home, school
and parish work
together, knowing that
God is with us in all
we do.

MFL

Guidance and Procedures

Intent

The intention of our MFL curriculum at OLSH is to teach the French language to all children in Key Stage 2. We will use the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. The four key language learning skills: listening, speaking, reading and writing will be taught, alongside the three pillars of language learning (phonics, vocabulary and grammar) in an age-appropriate way, ensuring that our pupils' knowledge of French progresses within each academic year. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between French and English. We will also help strengthen their sense of identity through learning about French and comparing it with their own. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences, whilst working towards becoming life-long language learners.

Implementation

The MFL curriculum is taught using the high-quality foreign languages scheme of work and resources provided by Language Angels, which is in line with the National Curriculum and has been designed to progressively develop skills in French. The units ensure children progressively acquire a bank of vocabulary, skills and grammatical knowledge organised around varied topics and themes, leading them to build blocks of language into more complex, fluent and authentic language. Furthermore, the units are progressive within themselves, as subsequent lessons within a unit build on the language and knowledge taught in previous lessons, allowing pupils to build their knowledge and develop the complexity of the language they use. As French was only introduced in 2019, the subject leader and a curriculum planner from Language Angels, worked together to create a 4-year plan, so that children are introduced to the language in a progressive way, enabling them to secure the basic understanding of the language, before moving on to the other areas. By 2023-2024, the long-term overview will be fixed. Language Angels aids and supports teaching staff with their own subject knowledge. KS2 has access to 30 minutes of high-quality MFL lessons every week. Children will practise the four skills in a variety of ways and teachers have the flexibility to adjust and change lessons to suit the needs of their classes. The use of Rosenshine's Principles underpins teaching strategies for all and supports the teaching of MFL, as it will be delivered in small steps and children will review prior knowledge constantly.

Impact

Pupils will have a secure understanding of the key techniques and methods for each key area of the MFL curriculum: speaking, listening, reading and writing. They will continuously build on their previous knowledge as they progress, and previous language will be recycled, revised, recalled and consolidated whenever possible. As each unit offers a pupil-friendly knowledge organiser, pupils will be aware of their own learning goals and progression and can review their own learning at the start and at the end of each unit. They will know and will be able to articulate if they have or have not met their learning objectives and can keep their knowledge organisers and books as a record of what they have learnt from unit to unit and from year to year. Furthermore, unit assessments will show evidence over time that pupils know and remember more. Moreover, staff are provided with ongoing CPD based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide-reaching and positive.

Role of the Subject Leader

- ❖ To attend CPD courses and share knowledge learnt with teaching staff
- ❖ To arrange staff meetings/informal meetings to develop subject knowledge of the curriculum and the teaching of MFL
- ❖ To ensure teaching staff are regularly completing their assessment data on Language Angels Tracking & Progression Tool, linked to their MFL learning- and that this is then added to Arbor as a termly summative assessment.
- ❖ To monitor the learning and teaching of MFL and provide support for staff when necessary
- ❖ To regularly evaluate the resources used and provide staff with a bank of resources to use to support the delivery of MFL teaching
- ❖ To involve parents/carers in their children's learning in and through MFL
- ❖ To review changes to the National Curriculum requirements and advise on their implementation
- ❖ One of the main jobs of a subject leader is to monitor teachers' understanding, teaching and assessment of the National Curriculum objectives in MFL.

Curriculum planning

Our whole school approach to language teaching and learning is in line with the recommendations of the **National Curriculum** and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

All Key Stage 2 classes use the **Language Angels scheme** of work. The language skills are progressively more challenging as each of the 12 targets are met on multiple occasions at varying degrees of challenge, which ensures progression is evident in every lesson, in the unit and in the year group.

French is taught in a **whole-class setting** by the class teacher and is therefore not reliant on one key member of staff. Teachers plan their lessons using the Language Angels scheme of work and can supplement this with their own ideas and experience, and those of their colleagues. The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. Children with **SEND** have access to the curriculum through variation of task, grouping or support from an adult, where needed.

Each class has a timetabled lesson of at least thirty minutes per week. Written work will be recorded in dedicated exercise books for French. Feedback will be provided in line with the school's feedback policy.

French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained. **Knowledge organisers** have now been implemented and are shared with children at the beginning of each unit. They contain key vocabulary for this unit, important prior learning that could help them and assessment objectives to help with self/teacher assessment at the end of the unit. These knowledge organisers are referred to throughout the series of lessons as a prompt for children, as well as a way to support self/teacher assessment.

French lessons include:

- PowerPoint and interactive whiteboard materials
- Interactive games (which pupils can access from home to consolidate their learning)
- Songs to aid learning
- Differentiated desk-based consolidation activities
- Worksheets (at three different levels of challenge) are provided throughout each teaching unit which can be used in class
- Knowledge organisers

Each lesson will focus on a combination of the four key language learning skills (speaking, listening, reading and writing) and all necessary grammar.

Lesson plans for every unit are also provided on Language Angels and teachers use these to structure their lessons and support with formative assessment, alongside the resources provided. Teachers include MFL on their Medium Term Plans for each half term, identifying the objectives from the scheme to be taught and learnt. Staff should be aware that they do have the flexibility to adjust and change lessons to suit the needs of their classes, and are encouraged to print the Language Angels lesson plans and annotate them to show any changes that have been made to support the specific needs in their class. Teachers are reminded that the emphasis is on the children achieving the objectives before moving on, as the units are divided by level of challenge, not by age.

The **MFL Knowledge and Skills Progression** document exemplifies what should be taught and when by term and year group. Individual lesson plans will break this into smaller units and teachers have the flexibility to adjust and change lessons to suit the needs of their classes. As well as ongoing assessment, there will be **end of unit assessments**, which will inform termly and annual reports.

Displays of the units and key **vocabulary** being taught in French will be displayed around individual classrooms. This will support visual learners and allow children to revisit the taught vocabulary regularly. Children will regularly recap previously taught vocabulary and skills to ensure they are recalling, and it is embedded in their long-term memory.

Implementation

As French was new to all pupils in Year 2020-21, the units all began with Early Language Teaching and progressed for pupils as they moved into their next year group over the next four years. The curriculum map for Year 2023-24 is the permanent curriculum map for all year groups to follow, as children will have worked through the units required. The curriculum maps are created in partnership with Language Angels to ensure the 12 targets from the DfE KS2 Programme of Study are met on multiple occasions at varying degrees of challenge, which ensures progression is evident in every lesson, in the unit and in the year group.

Curriculum Map (Permanent KS2 curriculum overview)

	Autumn 1 <i>Pupil self-assessment</i>	Autumn 2 <i>EUA assessment</i>	Spring 1 <i>Pupil self-assessment</i>	Spring 2 <i>EUA assessment</i>	Summer 1 <i>EUA assessment</i>	Summer 2 <i>Revision</i>	Curriculum Enrichment Day Focus
Year 3 <i>(Early Language Teaching)</i>	La phonétique 1 <i>(Phonetics 1)</i> J'apprends le français <i>(I Am Learning French)</i>	Les animaux <i>(Animals)</i>	La phonétique 1 <i>(Phonetics 1)</i> Les instruments <i>(Instruments)</i>	Les fruits <i>(Fruits)</i>	La phonétique 1 <i>(Phonetics 1)</i> Les glaces <i>(Ice-Creams)</i>	Revision lessons linked with non-negotiables	Le Carnaval <i>[The Nice Carnival]</i>
Year 4 <i>(Intermediate Teaching)</i>	La phonétique 2 <i>(Phonetics 2)</i> Je me présente <i>(Presenting Myself)</i>	Ma famille <i>(My Family)</i>	La phonétique 1 <i>(Phonetics 1)</i> En classe <i>(In the Classroom)</i>	Au salon de thé <i>(At the Tea Room)</i>	La phonétique 2 <i>(Phonetics 2)</i> Quel temps fait-il? <i>(What Is the Weather?)</i>	Revision lessons linked with non-negotiables	La Galette des Rois <i>[The Cake of the Kings]</i>
Year 5 <i>(Intermediate Teaching)</i>	La phonétique 3 <i>(Phonetics 3)</i> Chez moi <i>(My Home)</i>	As-tu un animal? <i>(Do you have a pet?)</i>	La phonétique 1 and 2 <i>(Phonetics 1 and 2)</i> La date <i>(The Date)</i>	Les Jeux olympiques <i>(The Olympics)</i>	La phonétique 3 <i>(Phonetics 3)</i> Les vêtements <i>(Clothes)</i>	Revision lessons linked with non-negotiables	Le Poisson d'Avril <i>[April Fool's Day]</i>
Year 6 <i>(Progressive Teaching)</i>	La phonétique 4 <i>(Phonetics 4)</i> À l'école <i>(At School)</i>	Le week-end <i>(The Weekend)</i>	La phonétique 1 and 2 <i>(Phonetics 1 and 2)</i> Manger et Bouger <i>(Healthy Lifestyles)</i>	Les Vikings <i>(Vikings)</i>	La phonétique 3 and 4 <i>(Phonetics 3 and 4)</i> Moi dans le monde <i>(Me in the World)</i>	Revision lessons linked with non-negotiables	Le Bleuet de France <i>[Remembrance]</i>

One of the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2 is for children to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. This expectation is for the end of KS2, therefore every year group has 1 phonetics lesson, so phonetics is covered in all year groups to build confidence and children know how to pronounce sounds. Every unit has phonics revision covered within it to ensure children are learning about how to pronounce the sounds for the words within the unit vocabulary.

Although there is no requirement to cover cultural awareness in Programme of Study, we will host a French Traditions & Celebrations Day in School every year to allow children to build their cultural capital. Each year group has a set topic, so they can teach the related lesson and plan activities for the children to learn and apply their French.

Year 3 non-negotiables:

- read, write, say and recognise phonics: ch ou on oi
- ask and answer the question 'How are you?' in French.
- ask and answer the question 'What is your name?' in French.
- count to 10 in French.
- read, write, say and recognise 10 key colours in French.

Year 4 non-negotiables:

- read, write, say and recognise phonics: i in ique ille
- use basic greetings in French, ask somebody how they are feeling and reply when asked.
- how to give our personal details from memory (name, age and where we live).
- recall numbers 1-20 in French.
- respond to simple classroom commands.
- the difference between a definite and indefinite article/determiner.
- that nouns in French have gender and this has an impact on the determiner
- read, write, say and recognise phonics: ch ou on oi
- read, write, say and recognise 10 key colours in French.

Year 5 non-negotiables:

- read, write, say and recognise phonics: eau eux é è e
- use simple conjunctions et (and) and mais (but)
- recognise and recall the 7 days of the week in French.
- recognise and recall the 12 months of the year in French.
- recognise and recall numbers 1-31 in French.
- understand better that nouns have gender, and this has an impact on other words in a sentence – like the spelling of the adjective.
- understand better the differences between definite and indefinite articles.
- use basic greetings in French, ask somebody how they are feeling and reply when asked.
- how to give our personal details from memory (name, age and where we live).
- read, write, say and recognise 10 key colours in French.
- respond to simple classroom commands.
- read, write, say and recognise phonics: i in ique ille
- read, write, say and recognise phonics: ch ou on oi

Year 6 non-negotiables:

- read, write, say and recognise phonics: qu gne ç en an
- extend sentences by giving an opinion
- start to tell the time by the hour in French
- integrate conjunctions and opinions into written and spoken work
- basic knowledge of possessive adjectives and adjectival agreement in French.
- use simple conjunctions et (and) and mais (but)
- recognise and recall the 7 days of the week in French.

- recognise and recall the 12 months of the year in French.
- recognise and recall numbers 1-31 in French.
- understand better that nouns have gender, and this has an impact on other words in a sentence – like the spelling of the adjective.
- understand better the differences between definite and indefinite articles.
- read, write, say and recognise phonics: eau eux é è e
- read, write, say and recognise phonics: i in ique ille
- read, write, say and recognise phonics: ch ou on oi

How the curriculum has adapted since inception

Curriculum Map 2020 – 21 (Years 3, 4, 5 & 6 adapted curriculum overview)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Year 3	I'm learning French (E) <i>Skills based assessment</i>	Animals (E) <i>"I can statements" assessment</i>	Musical instruments (E) <i>"I can statements" assessment</i>	Fruits (E) <i>Skills based assessment</i>	Days of the week (Core vocab) Little Red Riding Hood lessons 1 & 2 (E) Vegetables (E) <i>Skills based assessment</i>
Year 4	I'm learning French (E) <i>Skills based assessment</i>	Animals (E) <i>"I can statements" assessment</i>	Musical instruments (E) <i>"I can statements" assessment</i>	Fruits (E) <i>Skills based assessment</i>	Days of the week (Core vocab) Little Red Riding Hood lessons 1 & 2 (E) Vegetables (E) <i>Skills based assessment</i>
Year 5	Phonetics 1 & 2 I'm learning French (E) <i>Skills based assessment</i>	Animals (E) <i>"I can statements" assessment</i>	Musical instruments (E) <i>"I can statements" assessment</i>	Fruits (E) <i>Skills based assessment</i>	Days of the week (Core vocab) Little Red Riding Hood lessons 1 & 2 (E) Vegetables (E) <i>Skills based assessment</i>
Year 6	Phonetics 1 & 2 I'm learning French (E) <i>Skills based assessment</i>	Animals (E) <i>"I can statements" assessment</i>	Musical instruments (E) <i>"I can statements" assessment</i>	Fruits (E) <i>Skills based assessment</i>	Phonetics 3 & 4 Days of the week (Core vocab) Little Red Riding Hood lessons 1 & 2 (E) Vegetables (E) <i>Skills based assessment</i>

Curriculum Map 2021 – 22 (Years 4, 5, & 6 adapted curriculum overview)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Year 3	I'm learning French (E) <i>Skills based assessment</i>	Animals (E) <i>"I can statements" assessment</i>	Musical instruments (E) <i>"I can statements" assessment</i>	Fruits (E) <i>Skills based assessment</i>	Days of the week (Core vocab) Little Red Riding Hood lessons 1 & 2 (E) Vegetables (E) <i>Skills based assessment</i>
Year 4	Presenting Myself (I) <i>Skills based assessment</i>	Family (I) <i>"I can statements" assessment</i>	In the classroom (I) <i>"I can statements" assessment</i>	At the Café (I) <i>Skills based assessment</i>	My Home (I) <i>Skills based assessment</i>
Year 5	Phonetics 1 & 2 Presenting Myself (I)	Family (I) <i>"I can statements" assessment</i>	In the classroom (I)	At the Café (I) <i>Skills based assessment</i>	My Home (I) <i>Skills based assessment</i>

	<i>Skills based assessment</i>		<i>"I can statements" assessment</i>		
Year 6	Phonetics 3 & 4 Presenting Myself (I) <i>Skills based assessment</i>	Family (I) <i>"I can statements" assessment</i>	In the classroom (I) <i>"I can statements" assessment</i>	At the Café (I) <i>Skills based assessment</i>	My Home (I) <i>Skills based assessment</i>

Curriculum Map (2022 – 23) (Years 5 & 6 adapted curriculum overview)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Year 3	I'm learning French (E) <i>Skills based assessment</i>	Animals (E) <i>"I can statements" assessment</i>	Musical instruments (E) <i>"I can statements" assessment</i>	Fruits (E) <i>Skills based assessment</i>	Days of the week (Core vocab) Little Red Riding Hood lessons 1 & 2 (E) Vegetables (E) <i>Skills based assessment</i>
Year 4	Presenting Myself (I) <i>Skills based assessment</i>	Family (I) <i>"I can statements" assessment</i>	In the classroom (I) <i>"I can statements" assessment</i>	At the Café (I) <i>Skills based assessment</i>	My Home (I) <i>Skills based assessment</i>
Year 5	Phonetics 1 & 2 The Weather (I) <i>Skills based assessment</i>	Do you have a pet? (I) <i>"I can statements" assessment</i>	What is the date? (I) <i>"I can statements" assessment</i>	Olympics (I) <i>Skills based assessment</i>	Goldilocks & The Three Bears lessons 1 & 2 (I) Clothes (I) <i>Skills based assessment</i>
Year 6	Phonetics 3 & 4 The Weather (I) <i>Skills based assessment</i>	Do you have a pet? (I) <i>"I can statements" assessment</i>	What is the date? (I) <i>"I can statements" assessment</i>	Olympics (I) <i>Skills based assessment</i>	Goldilocks & The Three Bears lessons 1 & 2 (I) Clothes (I) <i>Skills based assessment</i>

National Curriculum Attainment Targets Compliance

The National Curriculum for languages aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of authentic writing in the language studied.

By the end of Key Stage 2, pupils should be able to:

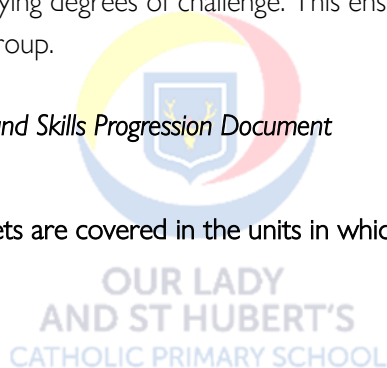
- 1) Listen attentively to spoken language and show understanding by joining in and responding.
- 2) Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

- 3) Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- 4) Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- 5) Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- 6) Present ideas and information orally to a range of audiences.
- 7) Read carefully and show understanding of words, phrases and simple writing.
- 8) Appreciate stories, songs, poems and rhymes in the language.
- 9) Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- 10) Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- 11) Describe people, places, things and actions orally and in writing.
- 12) Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

All of the Language Angels units meet the Department for Education Programme of Study attainment targets on multiple occasions at varying degrees of challenge. This ensures progression is evident in every lesson, in the unit and in the year group.

See Appendix 1 for MFL Knowledge and Skills Progression Document

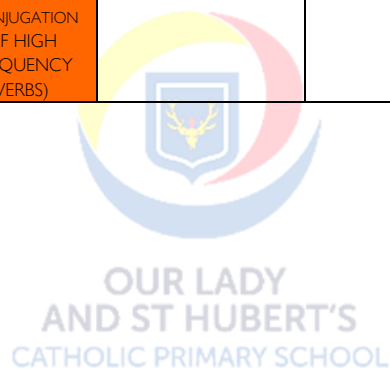
The table below shows which targets are covered in the units in which year group, and the main skill focus for the targets.



KS2 Programme of Study NC Compliance Grid

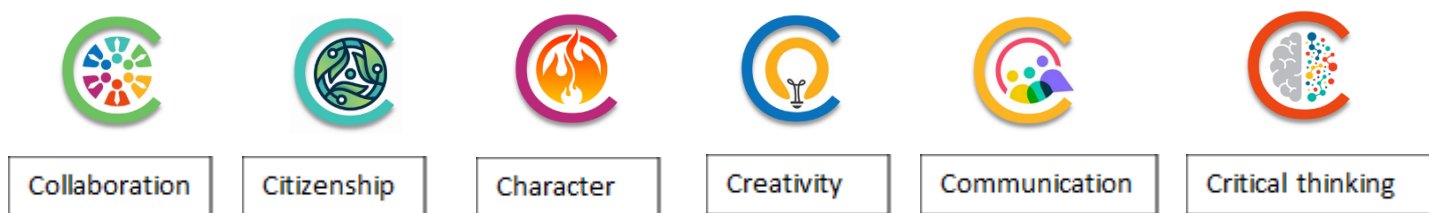
	KS2 Programme Of Study Attainment Target	Main Skill Focus	Language Angels Units			
			Year 3	Year 4	Year 5	Year 6
1	Listen attentively to spoken language and show understanding by joining in and responding.	LISTENING	All units	All units	All units	All units
2	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	LISTENING	Phonics 1 & All units	Phonics 2 & All units	Phonics 3 & All units	Phonics 4 All units (except Me in the World)
3	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	SPEAKING	All units	All units	All units	All units
4	Speak in sentences, using familiar vocabulary, phrases and basic language structures.	SPEAKING	All units	All units	All units	All units
5	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	SPEAKING	Phonics 1 & All units	Phonics 2 & All units	Phonics 3 & All units	Phonics 4 & All units
6	Present ideas and information orally to a range of audiences.	SPEAKING	All units	All units	All units	All units
7	Read carefully and show understanding of words, phrases and simple writing.	READING	All units	All units	All units	All units
8	Appreciate stories, songs, poems and rhymes in the language.	READING	All units	All units	All units	All units (except Me in the World)
9	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	READING	All units	All units	All units	All units
10	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	WRITING	All units	All units	All units	All units
11	Describe people, places, things and actions orally and in writing.	WRITING	Animals (Things)	Presenting Myself (People), My Family (People), In The Classroom (Things), The Weather (Things)	My Home (Places), Do you have a pet? (Things), Olympics (People, places & things), Clothes (Things)	At School (Things), The Weekend (Things & Actions), Healthy Lifestyles (Things & Actions), Vikings (People, places and things), Me in the world (People & places)

12	Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	GRAMMAR (GENDER & ARTICLES)	Animals, Instruments, Fruits, Ice-Creams	My Family, In The Classroom, At the Tea Room	My Home, Do you have a pet? The Olympics, Clothes	At School, Healthy Lifestyles
		GRAMMAR (FIRST PERSON SINGULAR OF HIGH FREQUENCY VERBS)	I Am Learning French, Animals, Instruments, Fruits, Ice-Creams	Presenting Myself, My Family, In The Classroom, At the Tea Room	My Home, Do you have a pet? The Olympics, Clothes	At School, The Weekend, Healthy Lifestyles, Me in the world
		GRAMMAR (POSSESSIVES)		My Family, In The Classroom	Clothes	Vikings
		GRAMMAR (ADJECTIVAL AGREEMENT)		Presenting Myself, My Family	Clothes, The Olympics	At School, Vikings
		GRAMMAR (USING THE NEGATIVE)	Fruits	In The Classroom	My Home, Do you have a pet?	At School, The Weekend, Healthy Lifestyles
		GRAMMAR (USING CONJUNCTIONS)	Ice-Creams	In The Classroom	My Home, Do you have a pet?	All units
		GRAMMAR (OPINIONS)	Fruits			At School, The Weekend, Vikings
		GRAMMAR (CONJUGATION OF HIGH FREQUENCY VERBS)			The Olympics, Clothes	At School, Vikings, Me in the World









6Cs

To succeed in the 21st century, we understand that the children need to be taught - and have time to develop - key learning behaviours that have, in the past, not been catered for in the National Curriculum. We have adapted our curriculum to include the '6Cs of 21st Century learning', which are:



This is how the MFL Curriculum incorporates the 6Cs:

How our 6Cs will be evident through our MFL curriculum

 Character	 Citizenship	 Communication
<p>By selecting and using different strategies, children develop awareness of how they learn and the ability to plan to use specific strategies for tasks. Strategies explored in MFL lessons can also be used for learning in other subjects. Children also explore other cultures and show respect for others.</p>	<p>Children develop a greater understanding of their own lives in the context of exploring the lives of others. They learn to look at things from another's perspective, giving them insight into the people, culture and traditions of other cultures. Children become more aware of the similarities and differences between peoples, their daily lives, beliefs and values.</p>	<p>Knowledge about language supports children in communicating effectively in speech and writing. It helps them to apply their prior knowledge, both to understand and to generate new language. It makes them aware of pronunciation and intonation, and how these influence meaning, and to adapt language in formal and informal contexts.</p>
 Collaboration	 Creativity	 Critical thinking
<p>Children will have many opportunities to collaborate during MFL lessons as they will be engaging in conversations with each other and playing games to embed the new learning. Using their communication and character skills, they will realise that working together will help to embed learning.</p>	<p>Children will have opportunities to use their own creativity to present their learning. They can create presentations, role-plays, written work such as newspaper reports, songs/raps, role-plays to present their learning for the four key skills.</p>	<p>Children will show an understanding of language rules and phonemes used in French and apply these accordingly. They can find similarities and differences between the English and French language as they learn new words/phrases and create ways to recall new vocabulary.</p>

Monitoring and evaluation

The Subject Leader monitors the effectiveness of the language teaching provided throughout the school through half-termly observations with feedback given to teachers, book trawls and pupil voice. The Subject Leader will disseminate knowledge and techniques through meetings with staff. Class teachers will monitor the learning and progression made by pupils within their class, whilst the Subject Leader will monitor the learning and progression made by pupils across the key stage using Language Angels and Arbor.

SEND, Pupil Premium and Inclusion for all

The implementation of this MFL policy is in line with the school's inclusion statement:

"Our Lady & St Hubert's is an inclusive school guided by the Gospel values that are expressed in our school aims and governors' ethos statement. These aims promote inclusive education in its widest sense in all areas of school life."

The teaching methodology for MFL is based around whole class teaching and involvement, which means that all the language should be presented to all the class. However, it cannot be expected that all pupils in every class will learn at the same pace and in the same way. Language Angels provides a variety of fun and educational worksheets that are differentiated by outcome. They are based around the language being taught and are differentiated to three different levels of ability (more able, the majority, less able). These worksheets consolidate the language learning process and are a great way to stretch, develop and improve the knowledge of pupils. Staff should be aware that children who have additional needs in some subjects may be gifted and talented in MFL and should focus on MFL ability, not perceived academic capability.

Provision for more able

Some pupils will be working well above the level of others in their class and show an aptitude and/or interest in the subject. In MFL, this may include children where Spanish is a home language, though staff should be aware that, just because it is a home language, children may still need to develop written and reading skills in MFL and a more detailed understanding of grammar. Extension opportunities should be provided for these pupils such as the more able ability work provided on the Language Angels resource, supporting others, additional reading/writing activities and sharing their cultural and linguistic knowledge by modelling to others.

Appendix 1 - MFL Knowledge and Skills Progression Document

