

**MODERN FOREIGN LANGUAGES**  
**AT INGOLDISTHORPE**  
**C of E VA PRIMARY SCHOOL**



**Implementation**

At Ingoldisthorpe, we implement our intentions through Planning that is informed by and aligned with the national curriculum, reflected in our rolling curriculum that ensures a broad curriculum that ensures topics are covered throughout the duration of primary education. To implement high outcomes in MFL we have access to high quality resources such as Rigolo; available to teaching staff as well as children on our Chrome Books. Our library has a good range of reading material relating to MFL. Children learn and perform traditional songs to an audience to help build their confidence in the language and improve pronunciation. Great consideration is given into the progression of children's learning as well as support for our SEND children to ensure an inclusive curriculum for all. We use a rich range of suitable resources such as relevant reading materials, photographs, and access to technology for research purposes and to support learning. Great consideration is given to how greater depth will be taught and all outcomes are closely monitored to assess understanding, extend learning and ensure progress for all.

**Intent**

At Ingoldisthorpe, our MFL intent is to plan and teach engaging lessons that are informed and aligned with the national curriculum. We aim for pupils to be able to understand and respond to its speakers, both in speech and in writing. We provide opportunities for pupils to communicate for practical purposes, learn new ways of thinking and read literature in the original language. We aim for pupils to understand and respond to spoken and written language

from a variety of authentic sources We intend for pupils to 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. We aim for pupils to be able to write for different purposes and audiences, using the variety of grammatical structures that they have learnt.

### Our progression maps

MFL	Year 3/4		Year 5/6	
Introduction to French Number Dates Days Greetings Home	<b>Key knowledge:</b> -To know number 1-20 in French -Learn multiples of numbers 10, 20, 30, 40 etc - Days of Week, Months -My birthday is? -Greetings -Name and Age -Where I live		<b>My family and friends, my home and house</b>  <b>French Festivals; Bastille Day, Christmas etc</b>	<b>Key knowledge:</b> -Members of the family, -my home and house, description of my home, rooms, objects in those rooms -French festivals leading up to Christmas, Bastille Day, Independ. day -recapping greetings and phrases associated with festivals
	<b>Key skills:</b> -Listen and repeat in French -Accent, voice, intonation, emphasis -Recall learnt vocabulary -Basic conversational French in greetings, feelings, introduction -listening and responding to questions -Learn French Christmas Song -listening to stories in French and recognising known vocabulary (The Hungry Caterpillar by Eric Carle in French)			<b>Key skills:</b> -to listen, answer and respond to questions in French, both orally and in writing accurately -to recall family, festivals, homes, houses and where we live -to listen to songs, repeat vocab to ensure correct pronunciation and recall, to communicate effectively in French with peers -accent, voice, intonation, emphasis -decoding words and sentences with knowledge of French language
	<b>SEN/G&amp;T:</b> -Picture support cards -Basic conversation -More detailed responses, 3-way conversation, et toi?			<b>SEN/G&amp;T:</b> -supported resources, videos and small group support, 1:1 if needed -differentiated questioning, expanded conversations, furthering vocabulary

## SEND in MFL

All of our learners are included in all of our lessons where appropriate, and adaptations are made to enable our learners to access the learning. All teachers at Ingoldisthorpe Primary School have extensive knowledge of their students and are able to make reasonable adjustments to enable children to participate and learn with their peers. Reasonable adjustments will be made in communication with parents and always at an appropriate stage for each specific child.

Adjustments may include;

- Adapted objectives and learning resources to meet a child's cognitive ability.
- 1:1 session with a trusted adult
- Small group sessions
- Peer work
- Support in class with an adult
- Coloured and adapted visual resources
- Hands on activities and sensory breaks where needed.

## Most able children in MFL

At Ingoldisthorpe Primary School we set high expectations and ensure all pupils are provided with the opportunity to reach their fullest potential. Through our knowledge rich, topic-based curriculum and our extensive knowledge of all students, we are able to identify and foster the gifts and talents of all our children. Adjustments will be made to further challenge learners.

Adjustments may include:

- Additional writing and reasoning tasks
- Opportunities to lead group tasks
- Supporting peers in partner work
- Communicate further understanding to the peers and adults
- Use of further questioning

## Impact of MFL

At Ingoldisthorpe, we obtain high outcomes in MFL that reflect our knowledge rich, topic-based curriculum. The impact of our MFL curriculum is evidenced in the following:

- Pupils are speaking with increasing confidence and fluency, visible from teacher assessment
- Pupils are continually improving the accuracy of pronunciation, visible from lesson observation
- Outcomes in Topic books reflect a broad and balanced curriculum
- High outcomes in MFL reflect the rich curriculum with cross curricular links
- MFL is made accessible to all learners
- Pupils are able to review their own level of understanding
- Pupils share their learning and perform songs in weekly sharing assemblies