



- form a sound basis for further study at key stage 3 and beyond.

## **Curriculum Planning**

As part of a new primary National Curriculum, taking effect from September 2014, learning French has become a requirement for children within KS2.

The Scheme of Work for Years 3 to 6 is based around the Rigolo programme in terms of topics studied. The scheme of work assumes no previous knowledge of the language. It is planned for progression as pupils go through the school, ensuring a basic knowledge of a wide variety of topics by entry into Key Stage 3 and offering tasks of increasing complexity as pupils grow.

Each unit contains key grammar and vocabulary, aims to reinforce other areas of the curriculum, and gives opportunities to reflect on similarities and differences between people and countries where French is spoken. Rigolo has an interactive lesson with teacher notes, flashcards, worksheets etc which will be used each lesson. As the planning is already provided, teachers will work through each lesson chronologically. Teachers can adapt the lessons to suit the needs for their class.

## **Teaching and learning styles**

Children are encouraged to increase their knowledge of how language works and to explore differences and similarities between the new language and English or another language. Pupils learn in many ways and to accommodate this, a variety of learning styles are used including song, games, pictures, video and audio material, computing etc. Pupils are encouraged to share their experiences of other languages and cultures, and find things out for themselves. Pupils work individually, in pairs, small groups and in whole class situations according to the activity. Work is mainly oral, but an increasingly number of reading and writing tasks are included through the Rigolo programme. On occasion, pupils can be recorded orally and through videos.

## **Differentiation**

We are aware that pupils bring to school different experiences, interests and strengths that will influence the way in which they learn, and we take this into consideration when planning approaches to teaching and learning which will allow all pupils to participate fully and effectively.

Rigolo is designed to cater for all pupils. It is also designed to be challenging and raise expectations. We recognise that all classes have children of widely differing abilities. Suitable opportunities are provided for all children by matching the challenge of the task to the ability and experience of the pupil. Teachers can adapt the planning to suit individual needs, differentiating to allow all to achieve, building self-esteem and fulfilling the aim to give all pupils the opportunity to experience success in learning and to achieve as high a standard as possible.

This is achieved by, for example,

- setting common tasks which are open ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all pupils complete all tasks);
- providing resources of different complexities matched to the ability of the child;
- using additional resources to support the work of individual children / groups of children;
- using peer support by partnering pupils of disparate ability to complete tasks.

## Teaching MFL to pupils with special needs

All Key Stage 2 pupils at St Luke's are taught MFL, whatever their ability. It forms part of the school's policy to offer a broad and balanced education for all children. Appropriate learning opportunities are offered and support given, taking into account the targets identified on EHC Plans.

## Links with other areas of the curriculum

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas. These opportunities can be exploited through aspects of:

- **English:** development of speaking and listening skills, knowledge and understanding of grammar and sentence construction. Opportunities to compare the foreign language with English or another language can be exploited through use of the new alphabet, phonemes, rhyming patterns, sound/spelling links, dictionary work, formation of structures (such as singular/plural, gender, negatives, question forms, position of adjectives, imperatives), intonation, dialogues, poetry, different text types, formation of complex sentences;
- **Computing:** use of e-mail with schools abroad, materials from the internet and satellite television, video and audio, presentation of data, word-processing;
- **PSHE:** the multilingual society, knowledge of other countries and cultures;
- **Mathematics:** counting, calculations, the time and the date, money;
- **Geography:** work relating to the study of other countries, points of the compass, weather;
- **Science:** work on parts of the body, animals;
- **Music:** rhyming, rhythm, singing, composition, world music;
- **RE/worship:** international or multicultural work, celebration of festivals, storytelling, calendars, customs;
- **History:** work relating to the study of other countries, family trees of famous people;
- **Art:** descriptions of paintings;
- **PE:** physical responses to the teacher's instructions issued in the language being learnt.

## Assessment and recording

Pupils' work is assessed informally on the basis of observation during the lesson. This is particularly important for oral work. At the end of a piece of work, pupils may check each others answers, particularly for a listening or reading activity, but the teacher will always mark and comment on the work. Very simple comments are made in the target language such as Bien, Bon effort etc, and longer comments in English. Verbal feedback is also given with examples of good practice shared to encourage and motivate.

Teachers will encourage children to reflect and identify areas where they achieved well and need more practise. Also, at the end of each unit the children should peer assess each other using an 'I Can' sheet from Rigolo which lists the objectives. They can test each other and mark accordingly. Teachers can also use these to assess children for their own records. Certificates of achievement can be awarded for each unit if the child has made significant progress and can demonstrate the skills confidently.

## **Resources**

St. Luke's has Rigolo as the main online resource. There is also a folder on the server where staff can find planning and assessment materials in addition to other useful French resources. This is a growing resource which is continually being added to over time.

## **Monitoring and review including management and administration**

### **Role of the subject leader**

The MFL lead is responsible for coordinating MFL through the school. This includes:

- To have an impact on raising standards of attainment for MFL across the whole school
- Preparing policy documents
- Ensuring continuity and progression from year group to year group
- Providing all members of staff with guidance to show how aims are to be achieved and how the variety of all aspects of MFL is to be taught
- Advising on in-service training to staff where appropriate. This will be in line with the needs identified in the School Development Plan and within the confines of the school budget
- Advising and supporting colleagues in the implementation and assessment of MFL throughout the school
- Assisting with requisition and maintenance of resources required for the teaching of MFL, again this will be within the confines of the school budget.
- Monitoring progress over time
- Maintaining an overview of current trends and developments within the subject
- Looking at displays around the school to identify especially valuable examples of study. Photographs of special events and visits also provide a rich source of evidence of teaching and learning.

### **Role of the class teacher**

- Ensure the effective implementation of the Statutory National Curriculum for MFL (through Rigolo).
- Ensure that work is differentiated to enable all children to reach their full potential.
- Use the classroom environment to support the teaching and learning of Speaking, Listening, Reading and Writing of French.
- Make effective use of Assessment for Learning within MFL.

### **Role of the LSA's where applicable**

- Support the class teacher in the effective implementation of MFL.
- Add value to the children's learning by working with a range of abilities in small groups or individually.
- Communicate effectively with the class teacher to ensure the effective sharing of information about children's learning in MFL.