



Eversholt Lower School

MFL – French Curriculum Statement



Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
<p>The school’s senior leadership team will:</p> <ul style="list-style-type: none"> • Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. • Ensure that the curriculum subject leaders have appropriate time to develop their specific curriculum intent through careful research and development. • Provide sufficient funding to ensure that implementation is high quality. 	<p>Our teaching sequence will be:</p> <ul style="list-style-type: none"> • Learning journeys will set the scene for the French learning that is about to take place. • Review most recent learning in French. • Reading key French vocabulary and applying phonics when relevant. • Using oracy (using spoken language). • Applying Literacy – writing in French and applying grammar. • Ongoing throughout - Developing Intercultural understanding, comparing with their culture to find similarities and contrasts. 	<p>Pupil Voice will show:</p> <ul style="list-style-type: none"> • A developed understanding of the vocabulary and grammar of a modern foreign language, French. • A secure understanding of the key techniques and methods for each key area of the MFL curriculum: speaking and listening, reading and writing. • A progression of understanding, with appropriate vocabulary which supports and extends understanding • Confidence in discussing their own work and identifying their own strengths and areas for development
<p>The curriculum subject leader will:</p> <ul style="list-style-type: none"> • Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. • Ensure an appropriate progression of knowledge is in place, which supports pupils in knowing more and remembering more as linguists. • Ensure an appropriate progression in language knowledge and skills is in place over time, so that pupils are supported to be the best linguists they can be, and challenge teachers to support struggling linguists and extend those more competent. • Ensure an appropriate progression for vocabulary is in place, which builds on prior learning. • Keep up to date with current language learning research and subject development through an appropriate subject body or professional group. 	<p>Our classrooms will:</p> <ul style="list-style-type: none"> • Provide appropriate quality videos, images, sounds and other equipment for each area of the curriculum. • Have developed learning walls which include high quality WAGOLLS, including actual pieces of work, and carefully chosen vocabulary, which are regularly updated. • Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills. • Deploy appropriately challenging selections of texts, both non-fiction and fiction, accessible throughout learning to develop wider understanding and underpin reading skills. 	<p>Displays around school and books will show:</p> <ul style="list-style-type: none"> • Pupils have had opportunities for practice and refinement of skills. • A varied and engaging curriculum which develops a range of language skills. • Developed and final pieces of work which showcase the skills learned. • Clear progression of skills in line with expectations set out in the progression grids. • That pupils, over time, develop a range of skills and language enabling them to communicate in French with another person.

<p>The class teacher will, with support from the curriculum subject leader:</p> <ul style="list-style-type: none"> • Create long and medium term plans which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid. • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. • Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials. 	<p>Our children will be:</p> <ul style="list-style-type: none"> • Engaged because they are challenged by the curriculum with which they are provided with. • Resilient learners who overcome barriers and understand their own strengths and areas for development. • Able to critique their own work as a linguist because they know how to be successful. • Safe and happy in French lessons which give them opportunities to explore their own linguistic development • Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses on French skills and knowledge. • Develop French skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills. 	<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Celebrate the successes of pupils through planned displays. • Collate appropriate evidence over time which evidences that pupils know more and remember more. • Monitor the standards in the subject to ensure the outcomes are at expected levels. • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.
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