



Curriculum Intent at Manuden Primary School

Subject/Area:

MFL - French

INTENT

Rational: In an increasingly globalized world, it is important to awaken children's interests in other people and cultures at a time when they are open and receptive. The skills, knowledge and understanding acquired when learning a language can contribute to the development of children's overall oracy and literacy and to their understanding of their own and others' cultures.

Ambition: That every pupil develops a positive and confident approach to language learning. We aim to provide children with a sound foundation on which they can build their MFL acquisition at KS3 and beyond.

Concepts:

All children will ...

- Learn spoken language by listening, repetition and responding
- Explore the patterns and sounds of language through songs and rhymes, and by linking sounds, spellings and meaning of words
- Engage in conversations, asking and answering questions, expressing opinions
- Speak in sentences using familiar vocabulary and phrases
- Develop accurate pronunciation and intonation through repetition and awareness of phonics
- Present ideas and information orally
- Read carefully and show an understanding of words, phrases and simple texts, using cognates and context as well as known vocabulary
- Appreciate stories, songs, poems and rhymes in another language
- Broaden their vocabulary through the use of a dictionary
- Write known phrases and adapt them to create new sentences
- Learn basic grammar rules appropriate to the language being learnt



Curriculum Implementation at Manuden Primary School

Subject Knowledge

French is delivered by a specialist language teacher in Key Stage 2 alongside class teachers in order to utilise language expertise within the teaching staff as well as providing CPD for less confident teachers. Opportunities are taken outside of French lessons for language skills to be used.

IMPLEMENTATION OF **MFL - French**

Subject Leadership

An interest in global learning and an appreciation of the importance of multi-cultural approaches in education have helped enhance knowledge and understanding of the importance of languages and ensured a high profile of French throughout the school. The use of a specialist language teacher enables ongoing opportunities for CPD for staff as well as forging links with secondary schools and enabling a smooth transition to Key Stage 3.

Equitable Delivery

All children are able to access tasks at an appropriate level, with support given when needed and tasks adapted as necessary. Areas of learning are revisited regularly so that children can build on their existing knowledge, and fill in any gaps, so that all children can progress their language skills.

Planning the progression model

French is introduced informally in KS1; in KS2 classes follow the Rachel Hawkes scheme of work which ensures logical and manageable progression, whilst ensuring coverage in speaking, listening, reading and writing skills.

Breadth and Depth

A wide range of vocabulary areas are covered, including greetings, numbers, colours, days and weeks, food and drink and animals as well as the opportunity to express feelings and opinions, and to develop the building blocks to apply knowledge to new areas of learning.

Assessment

French is assessed using the Chris Quigley Milestones and this is used to inform future planning. The school Milestone Assessment Tacker grids are completed against the year group's Chris Quigley's Key Essentials skills to identify those pupils working at a beginning, deepening and advanced level against each key Language skill at each milestone. The MFL Leader analyses the data to inform future provision and support as appropriate.