

MFL-French: intentions

Our golden threads run through our Art & design provision - Educating for Wisdom, Knowledge and skills - Educating for hope and aspiration - Educating for community and living well - Educating for dignity and respect.

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. Teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and eventually read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Modern Foreign Languages is not on the curriculum for EYS or at Key Stage one. However, we introduce years one and two to the language of French through song and games. They learn how to say hello, goodbye and how are you? as well as numbers, days of the week and colours to give them a 'taste' of the language and a basis on which to build in year three. From year three onwards, we follow the requirements of the National Curriculum. Children are taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in French
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar, including: feminine, masculine and plural forms and the conjugation of high-frequency verbs; key features and patterns of French; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

Throughout, we ensure our Christian values are part of our teaching and that children can recognise how these values play a part in the learning of another language, about the country, its culture, its own religious celebrations, values and beliefs.

By the end of Key Stage two we aim to have provided opportunities for all children to understand and respond to spoken and written language from a variety of authentic sources.

For children to begin to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, through discussion and asking questions.

That children have continually improved the accuracy of their pronunciation and intonation and developed more confidence in spoken French.

Children will have begun to write at varying length using the variety of grammatical structures that they have learnt and to discover and begin to develop an appreciation of a range of writing in French.

To have a base on which to apply the learning of other foreign languages.

MFL French: implementation

Class teachers or class teaching assistants are now teaching French from September 2020. It was previously taught by the MFL subject leader. The subject leader has undertaken a lot of training from a range of sources to develop her knowledge, pronunciation and understanding of the language and regularly consulted with Mrs Hill from Greenbank High school (MFL co-ordinator) regarding planning, coverage, structure and activities. This has now been cascaded to staff along with technical support for the new online MFL scheme, 'Language Angels' and the provision of resources.

Target Tracker does not have a section for MFL at this stage but children's progress is recorded following the same steps as the other subjects.

The skills ladders for MFL are used and updated in all key stage two pupils' books.

Includes a curriculum which ...

- is carefully planned to build and deliver new vocabulary, pronunciation and understanding
- has a strong focus upon developing confidence in pupil's oral development
- develops children's curiosity and enquiry, encouraging them to question
- to develop pupils understanding of why we study another language and how it will benefit them in their education and in later life (jobs abroad)
- understanding the different culture of France and the contribution that the people have made to our way of life
- is inclusive and considers all religions, race, cultures, age, abilities and gender

MFL French: impact

Children are enthusiastic about learning a second language. They have become confident singing in and speaking to each other in French.

Children are keen to perform in French for other classes.

French has been developed as a discreet subject, developing pronunciation, new vocabulary and understanding differences in the language such as feminine and masculine nouns, but also linked with other subjects and topics where possible such as how Easter and Christmas are celebrated in France; the similarities and differences and how these relate to our Christian values.

The children are enthusiastic about learning a new language and demonstrate high levels of enjoyment in both key stages; the younger children particularly enjoy performing in French.

Language Angels are a group of children representing their classes and aim to learn more about France and the language and impart this to their peers. They are currently researching French breakfasts and wish to host their own French breakfast for the children. They are also researching ways to make some money for resources.

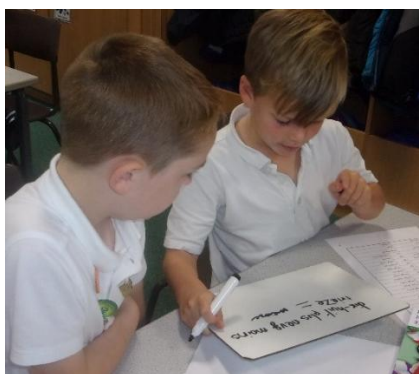
Children from year four performed at the Language Fiestaval and were complimented on the standard of their performance. They sang clearly, correctly and enunciated the lyrics accurately with just a musical backing track.

The children are also keen to help organise and participate in celebrating Bastille Day later in the term.

Children are keen to share their knowledge of French, greeting people in French and completing the register in French too.

They thoroughly enjoy receiving feedback verbally in French as well as in the form of French stamps.

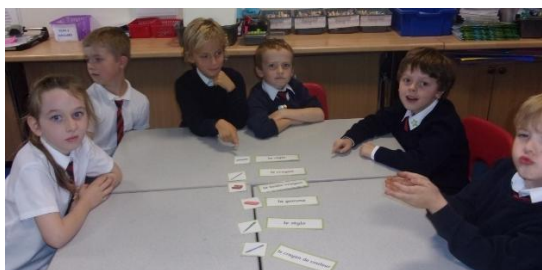
Children often bring in French related articles, pictures or work from home that is connected with what they are doing in French in school.



Completing maths problems in French in Y4



Y5 discussing their preferences in pairs.



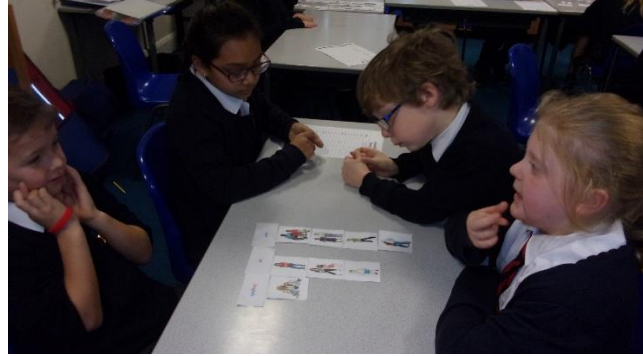
Working as a team; identifying objects you may find in your pencilcase



Working as a team to learn new vocabulary relating to food



Y4 introducing themselves and telling their partner where they live in French



Y6 identifying various pronouns



Using a bilingual dictionary



Y1 cross-curricular Art and French



Performing at the Language Fiestaval

How do I know I am better at French now than I was?

Children speaking in French are encouraged to regularly review their emerging skills and successes, focussing on how much more they understand.

French books recording their work so they can see their progression.

Assisting a peer with a word or sentence because they have mastered it and wish to share their knowledge.

Entering the Language Fiestaval and receiving praise and encouraging feedback.

The areas outlined in the national curriculum and target tracker enable children to see how they are progressing. However, the practical aspects of the subject focus on children experimenting with the language, learning new sounds and vocabulary and through this, developing their understanding of the structure of another language. This builds children's progress and ability but at differing speeds. Some children feel more confident writing down their ideas as are less confident speaking it.

Progress expected ranges from children greeting each other in French to children having short conversations further up the school. They play games to consolidate their learning of new concepts and the older children complete written tasks.