



What MFL (French) looks like at Church Drive Primary School

We plan our creative curriculum so the children build a sense of belonging and being in the world.

Curriculum Intent

What French looks like in our school:

- Opportunities to learn about life in another country, developing an awareness of cultural similarities and differences;
- Speaking and listening activities to develop confidence with pronunciation and speaking and listening skills;
- Enjoyable and fun activities and songs to foster an interest in learning another language;
- Grammar activities which reinforce and develop their understanding of their own language;

This is our philosophy:

- Children learning through enjoyable activities;
- French language embedded throughout KS2 with instructions, class routines etc sometimes delivered in French.

This is the Knowledge, understanding and skills at each stage:

By the end of Key Stage 1 pupils will:

- Be aware that people in different countries speak different languages and that people in France speak French.
- They will have knowledge of some basic French vocabulary such as some numbers to ten and basic greetings.

By the end of Key Stage 2 pupils will:

Pupils should be 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; seek clarification and help*
- 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 to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language

- 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 appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

The starred (*) content above will not be applicable to ancient languages

Curriculum Implementation

This is how it works in KS1:

- Language teaching in KS1 is ad hoc and informal. Children, for example, are encouraged to answer the register in a different language and are taught different greetings.

This is how it works in KS2:

- Planning is based on a progressive curriculum from the Kapow scheme of work, but previous assessments give a starting point for individuals.
- Planned teaching for at least three hours per half term, in some year groups this is broken down to 10 x 30-40-minute lessons, in others the teaching is done in blocks.

This is what adults do:

- A progressive curriculum with areas of vocabulary revisited and built on each year, with a clear progression in core skills of reading, writing speaking and listening.
- Planning documents give clear guidance on ways to teach and revise speaking and listening.
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This is how we support and ensure access for all children:

- We use teacher and self-assessment to quickly identify children who may need additional support in specific areas. They then

	<p>receive immediate support to ensure they have sufficient skill to access the learning.</p> <ul style="list-style-type: none"> ● Work may be differentiated either by providing additional resources or more structure to enable the taught skills to be developed. Some tasks will be the same, but the children will be grouped so that children have access to good language role models. ● Grouping them with good language role models ● Facilitating pre-teaching to introduce vocabulary ● Providing appropriate vocabulary flash cards ● Providing visual/practical resources to support understanding ● Use of a range of digital resources/videos to reinforce understanding ● High quality communication with other staff working with same pupils. <p>This is how we challenge:</p> <ul style="list-style-type: none"> ● Work may be differentiated to provide further challenge and extension.
<p>Curriculum Impact</p>	<p>This is what you might typically see:</p> <ul style="list-style-type: none"> ● Happy and engaged learners ● A variety of techniques used to encourage active engagement – games, role play and songs. ● Engagement and perseverance ● Self-motivated children ● Children talking about, sharing and reflecting on their learning <p>This is how we know how well our pupils are doing:</p> <ul style="list-style-type: none"> ● Displays of work in classrooms ● Mistakes/misconceptions ● Book looks and discussions with children ● Targeted use of TA’s noting and recording observations of individual children <p>This is the impact of the teaching:</p> <ul style="list-style-type: none"> ● Children who are excited about learning a foreign language ● Children who can gain an insight on the similarities and difference between different countries. ● Children with developing confidence in their ability to communicate orally and in writing in a foreign language.