



# MFL Curriculum Statement (French)

## Intent

At Archbishop Wake Primary School, we strive to give the children enjoyable and enriching language learning opportunities, which nurture their interest in foreign languages. Through the teaching of French, we aim to develop the full range of children's language skills, including speaking and listening, the understanding of language structures, syntax and vocabulary. Alongside the development of children's language skills, we promote an understanding and awareness of other cultures and countries, and teach the children to recognise and appreciate the diversity within our own community. Fun and engaging French lessons, also develop children's confidence and resilience and encourage a sense of enquiry and aspiration within our children. Language teaching at Archbishop Wake Primary School fully inclusive, with all children being provided opportunities and support to enable them to actively participate in the learning.

The National Curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.”

## Implementation

Following the Primary French Project, pupils 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; 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

- 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

Children will develop their intercultural understanding by learning about the lives of people in the countries where the language is spoken by;

- identifying similarities and differences in everyday life, social conventions, traditional stories and celebrations;
- recognising how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others;
- recognising and questioning stereotypes, and understanding and respecting cultural diversity.

At Archbishop Wake, children in EYFS and Key Stage 1, children are given opportunities to have fun with a variety of languages through greetings, songs, and rhymes, whenever the opportunity arises.

Key Stage 2 children are taught specific skills, concepts and vocabulary in a weekly-dedicated French lesson, following the Primary French Project scheme of work. The content of these sessions is reinforced during the week, using appropriate opportunities across the curriculum.

## Impact

Children in Years 3-6 record French learning in books. These books will only contain tasks that are necessary to record for example, writing or reading comprehension tasks, and evidence of assessment. French books will move up with the child to their next teacher in September so progression and attainment can be tracked.

In line with good teaching and learning practice, 'assessment for learning' strategies are used in lessons. Alongside this, children undertake an end of unit assessment task which can include reading, writing, listening and speaking activities, all of which link closely to the lessons taught prior. Overall assessment of the child will be made using a mixture of teacher assessment and end of unit assessment results.