



## GATEWAY FEDERATION SUBJECT STATEMENTS

### MFL - French

Date: April 2020

#### **INTENT (Aims, Aspirations, Linked to school values, Linked to our 'Federation Curriculum Statement')**

Pupils have the right to a rich and deep learning experience including learning the basics of an additional language, the key elements of this learning being that:

- it is inclusive
- it is part of a broader curriculum involving language and culture
- it is expected that pupils reach recognized levels of achievement

As the UK is becoming an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages. We have implemented a whole school approach to the teaching of French as a coherent programme for all KS2 children.

Through the teaching of French, we aim to:

- enrich the curriculum
- stimulate children's creativity
- support oracy and literacy
- lead to gains across the curriculum
- support and celebrate the international dimension

whilst providing opportunities for the children to:

- foster an interest in learning another language
- become aware that language has a structure, and that this structure differs from one language to another
- develop speaking and listening skills
- express themselves creatively and imaginatively in another language
- gain enjoyment, pride and a sense of achievement
- explore and apply strategies to improve their learning
- explore their own cultural identities and those of others

#### **IMPLEMENTATION (Long term Plan, Teaching approach, Wider community, Ensuring Progression, Wider Opportunities, Enrichment / Additions to the curriculum.)**

We have chosen to teach French, based on popularity of choice at KS3 and staff knowledge. We use a variety of teaching and learning with the principal aim being to develop children's knowledge, skills and understanding. Teachers have access to a comprehensive scheme of work, Tout-le-Monde, which covers all aspects of the MFL curriculum: speaking, listening, reading, writing and cultural understanding, and progresses these skills and knowledge throughout Key Stage 2, ensuring an appropriate balance and distribution of work across each term.

Language learning is based upon the five mutually supportive and dependent strands outlined in the *Primary Languages Framework*. These are:

- oracy
- literacy
- intercultural understanding
- knowledge about language (KAL)
- language learning strategies (LLS)

Wherever possible, we encourage children to use and apply their learning in other areas of the curriculum. Opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum



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areas can be exploited through:

- aspects of *literacy* such as speaking and listening skills, knowledge and understanding of grammatical structures and sentence construction
- aspects of *numeracy* such as counting, calculations, money, the time and the date
- aspects of *music* such as learning traditional and modern European songs
- aspects of *PSHE* and *RE* such as international or multi-cultural work, for example celebration of festivals and storytelling
- aspects of *geography* and *history* of the world
- aspects of *art* and *science* by studying the work of famous painters, architects and scientists

In addition to this and where appropriate:

- French will be included in whole school occasions, e.g. class assemblies
- French will be used in displays that relate to the children's learning.
- languages other than French may be used within individual classes and topics, but French will be the main, assessed language at KS2.

Children who have SEN or EAL are supported in a number of ways including; teaching key vocabulary prior to/at the start of the topic, seating children alongside good role models to support one another, providing visual/practical prompts, teaching lessons using a range of different techniques to appeal to different learning styles e.g. videos, drama, artefacts, texts etc. and using directed adult support.

### **IMPACT (Measure of Success)**

Our MFL curriculum is fun and enjoyed by learners, well-resourced and planned to demonstrate progression through KS2.

In addition, we measure the impact of our curriculum through pupil discussions about their learning.

Informal short-term assessments are made as part of every lesson, matching children's ability to lesson objectives. Written or verbal feedback is given to help guide children's progress.

As part of the scheme of work that we use, medium-term assessments are carried out at the end of each module of work (approximately every 6 weeks) and are used to measure progress against key objectives.

Assessment takes place in four skill areas: Listening, Speaking, Reading and Writing and all assessment tasks are matched against National Curriculum levels. Children also fill in a Self-Assessment sheet at the end of each module of work, recording their own judgements on how they feel they are progressing.

It is also hoped that children will instinctively apply their cultural understanding and tolerance across society and different cultures.

### **Positive areas for the subject. (What is working well in our schools?)**

- Having a fully interactive scheme of work that can be used by non-specialist teachers

### **Areas for development for the subject (2 or 3 points at the most)**

- Monitoring of MFL lessons across both schools by Co-ordinator
- Purchase of new scheme of work

### **Examples of experiences & activities children will have / do.**

Activities in weekly lesson will include:

- learning French vocabulary
- asking and answering questions
- teaching of basic French grammar and spelling patterns
- playing games and learning songs



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- using language that has been taught in role play situations
- researching and learning about life in France
- beginning to write words, phrases and sentences
- using bilingual dictionaries (Upper KS2)

### Recent Curriculum Training / INSET

### IMPACT

#### Curriculum Training Needs / Individual training needs.

A Staff Meeting for both schools will need to be led by the MFL co-ordinator to take staff through a new scheme of work.