



## **MFL - French**

### **INTENT**

At St Augustine's, the intention of our MFL curriculum is to develop an interest in and thirst for learning of other languages. We aim to introduce the learning of the French language and the understanding of its culture in enjoyable and stimulating ways. We hope to embed the essential skills of listening, reading, speaking and writing. We aim to build the children's 'cultural capital' so that they are aware of similarities and differences between themselves and others. Looking ahead, we hope to lay the foundations for future language learning in KS3.

At St Augustine's, we are working hard to improve and standardise the teaching of French across KS2 this as we are aware of the huge benefits language learning provides.

This provides clear progression for the development of speaking and listening and vocabulary acquisition.

### **IMPLEMENTATION**

We teach French across Key Stage 2 from Year 3 to 6 ensuring there is clear progression for the development of speaking, listening, vocabulary acquisition reading and writing. We base the teaching on the aims and content set out in the 2014 National Curriculum. The school uses the Rising Star scheme of work as well as others resources to support the teaching and learning of French. This is done through weekly French lessons taught by the specialist language teacher, supported by the class teacher.

Our children learn through active participation in actions, rhymes, stories, song, grammar focus, video clips, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills.

### **IMPACT**

Our French curriculum will ensure all pupils develop key language learning skills, as set out by the national curriculum, as well as a love of languages and learning about other cultures. These are as follows:

- 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
- 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.

#### **We measure the impact of our curriculum through the following methods:**

Marking of written work.

Images and videos of children completing speaking and listening activities.

Interviewing the pupils about their learning (pupil voice).

Annual reporting of standards across the curriculum to parents.

Learning walks.

Subject tracking and monitoring

The MFL subject leader will monitor the impact MFL teaching is having on the children's learning, through work scrutiny, to ensure the progress of knowledge and skills is being taught; and by liaising with the specialist teacher. They will also ensure the knowledge taught is retained by the children and continually revisited and that the learners are able to apply the skills they have been taught to a variety of different settings, showing independence with their learning. Impact will also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids, and summative assessments aimed at targeting next steps in learning their language skills.