



Modern Foreign Languages (MFL)- French

Intent

Critical thinking

The ability to make links between French and English language.

Vocabulary

An understanding of language terms and French vocabulary.

Diversity

To learn about French, France and other French-speaking communities.

Individuality and sharing

"Think like a linguist"

Understand links between languages- grammar terms, words and their origins: language detective skills.

Knowledge & Skills

To develop and revisit, progressively at a higher level, a range of French grammar and language detective skills, vocabulary and phrases.

Speaking and listening, reading and writing

To enjoy opportunities to listen and speak, to read and to write in French (writing from Year 4 onwards).



Our Amazing ACORNS Ageements

- A** • We aspire to achieve in all our learning
- C** • We are kind and collaborate, with empathy, to understand different cultures
- O** • We are open and honest about what is happening in the world, with respect
- R** • We respect ourselves and others, respecting cultures of different societies
- N** • We welcome the opportunity to learn about a new language and culture
- S** • We use our super learning powers in all our learning

Implementation

Teaching and learning

In years 3-6 we follow the *Kapow* scheme, a spiral curriculum with built in progression, linked to the National Curriculum, which focuses on the elements included in our intent statement. Each unit focuses on a specific range of vocabulary, following a theme. Revision is built into learning.

Further resources available are French-English dictionaries, some French texts and Google translate.

Organisation

Years 3-5 have 6 blocks of French per year whilst Year 6 have 5 blocks; these blocks build speaking and listening, reading and writing skills, alongside knowledge of different French-speaking world communities.

There are many collaborative and interactive elements to learning activities.

Elements of MFL covered

There are six strands of learning: speaking and pronunciation, listening, reading and writing, grammar, intercultural understanding and language detective skills.

The focus is more on the transferable skills of grammar and language detective skills, as French isn't the only language taught at our feeder high school; alongside this, we build areas of vocabulary knowledge.

Promotion of Modern Foreign Languages (MFL)

Classes have displays of French vocabulary and language of the month assemblies are part of our assembly plan. French songs and poems can be used to help to learn the language and are memorable; these are sometimes performed to others.

MFL is championed by the subject leader, who also carries out ongoing monitoring, then spotlight monitoring in a two-yearly programme. The MFL action plan is updated through monitoring, celebrating success and noting next steps. These are shared with staff and governors.

Impact

End points

We aim for pupils to be ready to confidently access their next stage of learning in MFL, through building skills and knowledge.

In Years 3-6, the skills and knowledge we aim to equip them with are those in the *Kapow* knowledge organisers.

Assessment for learning

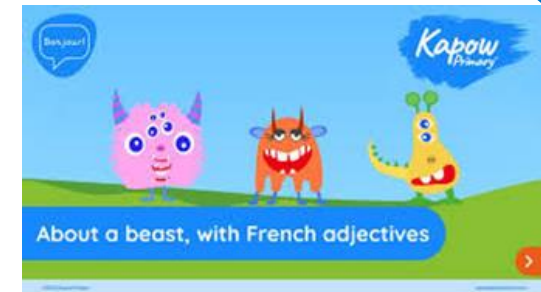
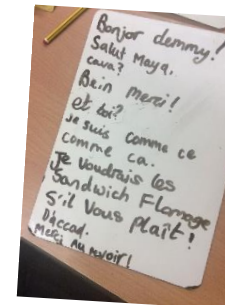
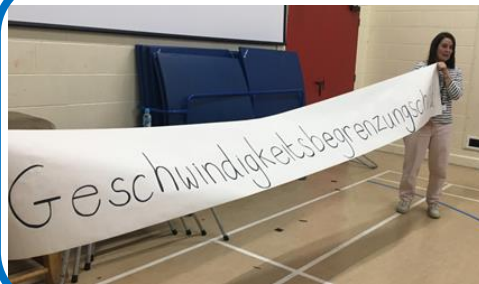
In Years 3-6, ongoing teacher assessment is through observation, questioning (including quizzes), activities and completed work, including conversation. This allows teaching to be modified to promote further learning. *Kapow* provides quizzes for each unit, which also support assessment.

Tracking and evidencing progress

At the end of each unit, the pupils' learning in that unit is assigned working towards, working at or greater depth for the year group.

Half-yearly, each pupil's average outcome is added to a tracking grid, which also allows tracking of different groups.

The subject leader and the senior management team can analyse outcomes and drive further improvement in MFL.





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