



Intent

A high-quality language education should inspire children's curiosity and widen their understanding of the world and other cultures. As a rural school it is very important to ensure children have an understanding of the wider world around them. One way to do this is through immersion in another language, allowing children to interpret and exchange meaning across cultures whilst developing a respect and understanding for how others live. The teaching of MFL in KS2 allows this mindset to continue to develop throughout KS3 and to develop further skills that will help prepare them to become well rounded and culturally aware adults.

Aims

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 authentic writing in the language studied

By the end of key stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of
 1. others; seek clarification and help.
 2. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
 3. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
 4. Present ideas and information orally to a range of audiences.
 5. Read carefully and show understanding of words, phrases and simple writing.
 6. Appreciate stories, songs, poems and rhymes in the language.
 7. Broaden their vocabulary and develop their ability to understand new words that are introduced
 1. into familiar written material, including through using a dictionary.
 2. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
 3. Describe people, places, things and actions orally and in writing.
 4. 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.

Implementation

Children are taught French at Gosforth. Children are first introduced to the language during year 2 in a weekly lesson delivered by the class teacher. This focuses on developing early language acquisition skills that facilitate their understanding of the patterns of language and how these differ from or are similar to English. In KS2 lessons continue to be taught on a weekly basis.

Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games. As confidence and skill grows, children record their work through pictures, captions and sentences.

- Practical activities, songs and games are used to help improve memory and recall.
- In the classroom where possible instructions are given in French to expose children to the language as much as possible and in day-to-day contexts.
- Visual prompts are used to support children in translating new vocabulary.
- Word mats/ Knowledge organisers are available for children to have out on desks to support their learning, recap previous learning and to remind children of key vocabulary.

Impact

The impact of our MFL curriculum is that children are encouraged to understand the importance and relevance of what they are learning and how it can relate to their lives.

We review and measure the impact of the curriculum through lesson observations, discussions with children. Teachers assess French throughout lessons using 'assessment through learning'. This helps teachers plan for future lessons.

Pupil voice is also used to further develop the MFL curriculum. This is achieved through subject ambassadors from Year 6 spending time discussing French with a range of children.