

Modern Foreign Language

Intent

All pupils have the right to a rich and deep learning experience that includes the learning of the basics of an additional language. The study of Languages prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly carried out in languages other than English.

Language learning provides liberation from insularity and provides an opening to other cultures. Pupils use language to communicate information responsibly and creatively; learning how to use languages to enable access to ideas and experiences from a wide range of people, communities and cultures across our school and wider demographic. In addition, understanding a modern foreign language increases a child's understanding of their own language, and the building blocks which form this.

We teach a curriculum that enables our pupils to become effective users of language, and show an understanding and respect of different cultures in our local, national and global communities.

Through the teaching of French, we aim to:

- Ensure every child has the opportunity, throughout Key Stage 2, to study French as a foreign language; developing their interest in the culture of other nations, communities and beliefs.
- Ensure pupils have access to high-quality teaching and learning opportunities.
- Ensure pupils have exposure to simple commands including day-to-day French language, including days, months, numbers and classroom instructions.
- Ensure pupils develop an increased wider cultural understanding through our enriched and varied curriculum to which languages contribute.
- Provide language informed by the National Curriculum and the skills expressed in this: Listening, Speaking, Reading, Writing and Cultural Understanding.

Implementation

Teachers and pupils use French in daily routines, for example, through answering the register, cross curricular activities as well as dual language signage for subliminal revision of key vocabulary and weekly MFL lessons.

Impact:

Our MFL curriculum is fun and enjoyed by learners, well-resourced and planned to demonstrate progression through Key Stage 2. In addition, we measure the impact of our curriculum through:

- Pupil discussions about their learning;
- Monitoring and reflection against skills taught;
- Children applying their knowledge of language to other areas of the curriculum;
- Children applying their cultural understanding and tolerance across society and cultures.

SMSC Links

Spiritual

- Exploring the beauty of languages from around the world.
- Using topics to look at other languages such as Latin during a Roman topic.

Moral

- Help pupils to have an accurate and truthful understanding of other cultures through the study of their language

Social

- Learning the skill of communicating in different ways.
- Explore different social conventions..

Cultural

- Appreciate the language and customs of others.
- Explore the literature and culture of other countries.
- Take part in cultural occasions such as Chinese New Year and Diwali.

British Values Link

We understand that the fundamental British Values are widely recognised as universal values which you would expect to find in any democratic society. Our aim in school is to address these wherever possible in the curriculum so that our children are immersed in those concepts on a daily basis.

MFL is a rich and challenging subject through which those values can be investigated by our children as they progress through their educational journey. Efforts are made to explore the cultural values and traditions of France. By gaining an appreciation of the country where the language the students are studying is spoken, they are encouraged to reflect on another culture and way of life and embrace socio-cultural differences. This ensures that they remain open to the world around them and have a better grasp of the links and connections between countries and societies. This in turn, emphasises the need for tolerance and justice.

The children are aware that the concept of democracy transcends the more literal understanding of the term to include those processes which select and approve achievements in MFL by the majority, for display and award and this naturally feeds into the wider acceptance of the value of democracy in the political arena. All of this is underpinned by the implementation of school rules which make these choices by the individual or group a safe and non-threatening process for all.

KEY STAGE 2	
1	<u>School</u> -listen attentively to spoken language and show understanding by joining in and responding -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 -read carefully and show understanding of words, phrases and simple writing
2	<u>Christmas</u> -appreciate stories, songs, poems and rhymes in the language - write phrases from memory, and adapt these to create new sentences, to express ideas clearly
3	<u>Colour</u> -speak in sentences, using familiar vocabulary, phrases and basic language structures -read carefully and show understanding of words, phrases and simple writing -appreciate stories, songs, poems and rhymes in the language
4	<u>Food</u> appreciate stories, songs, poems and rhymes in the language -write phrases from memory, and adapt these to create new sentences, to express ideas clearly
5	<u>The Little Prince</u> -appreciate stories, songs, poems and rhymes in the language -describe people, places, things and actions orally* and in writing
6	<u>Transport</u> -explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words -develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases -broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary