

# **St Nicholas CE Primary Academy**

## **MFL (French) Curriculum Summary Statement**

### **Mission Statement**

St Nicholas CE Primary Academy believes that all pupils, their families and the wider community should be given every opportunity to fulfil their potential through education. We recognise that everyone is unique. By respecting and encouraging the individual we aim to produce confident, independent thinkers and learners able to respond positively to an ever-changing world.

Christian values underpin all aspects of the school.

#### **Introduction**

At St Nicholas we teach a foreign language (French) to all our KS2 children as part of our normal school curriculum. We believe that a Modern Foreign Language prepares pupils to participate in a rapidly changing world in which work and other activities are often carried out in languages other than English. The rise of international commerce means that pupils need to be equipped with the skills needed by the international workplace. Increased capability in the use of MFL promotes initiative, confidence and independent learning and encourages diversity within society.

#### **Curriculum Intent:**

The aims and objectives of learning a modern foreign language in primary school are:

- To foster an interest in learning other languages;
- To introduce young children to another language in a way that is enjoyable and fun;
- To make young children aware that language has a structure, and that the structure differs from one language to another;
- To help children develop their awareness of cultural differences in other countries;
- To develop their speaking and listening skills.

### **Curriculum Implementation:**

KS2 children have a thirty minutes lesson of French a week, in order to ensure progression and skills development. The curriculum that is followed is based on the guidance given in the revised National Curriculum, using the Kapow scheme of work as a basis. The children are taught to know and understand how to:

- Ask and answer questions;
- Use correct pronunciation and intonation;
- Interpret meaning;
- Work in pairs and groups, and communicate in French;
- Look at life in another culture.

During French sessions children are given the opportunity to work as a class, as individuals and as part of a group. The choice of class organisation is determined by the learning task. By its nature MFL will involve lots of interaction with visual, auditory and kinaesthetic prompts. There will be a balanced coverage of speaking and listening, reading and writing activities.

### **Speaking and listening**

The children will learn to:

- listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English;
- understand and respond with increasing competence, accuracy and confidence in a range of situations;
- join in songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way;
- take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings;
- memorise and recite short texts, and prepare and give a talk on a familiar subject confidently and with regard for the audience.

### **Reading and writing**

The children will learn to:

- remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;
- read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;

- read, copy and write independently familiar words and simple phrases in context e.g. classroom items, display labels, weather chart, date;
- write sentences and short texts independently and from memory.

### **Inclusion:**

All KS2 pupils shall have the opportunity to develop MFL capability. In addition to French, efforts are made to ensure that languages used at home by our EAL students are recognised in class.

### **Curriculum Impact:**

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

- observing children speaking and listening in another language;
- interviewing the pupils about their learning (pupil voice);
- moderation staff meetings where work is discussed;
- learning walks;
- the Kapow subject tracker

The MFL subject leader will continually monitor the impact MFL teaching is having on the children's learning, through work scrutinies, to ensure the progress of knowledge and skills is being taught. 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 and ongoing assessments aimed at targeting next steps in learning.