

**INTENT**

*'Là où il y a une volonté il y a un chemin' (Where there is a will, there is a way – an old French proverb.)*

At Holy Name, we build an MFL curriculum, which develops learning and results. This will be achieved through the acquisition of knowledge and skills which enables children to access the wider curriculum and will prepare children to become global citizens, now and in their future roles within a global community. Learning a foreign language is a necessary part of being a member of a multi-cultural society and provides an opening to other cultures

**CONTENT**

We have a well-designed and resourced clear and comprehensive scheme of work in line with the National Curriculum. This enables pupils to explore the cultural capital of another country through its language and traditions. Work is clearly differentiated to meet needs of all the children. (Stretch more able children and help SEN children meet goals of the curriculum.) Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.

By the end of KS2, pupils should be taught to:

- Listen and respond to spoken language
- Explore the patterns and sounds of language
- Engage in conversations; ask and answer questions; express opinions and respond to those of others.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud
- Present ideas and information orally
- Read and show understanding of words and phrases
- Broaden vocabulary and develop their ability to understand new words- use of a dictionary
- Write phrases from memory and adapt these to create new sentences
- Describe people, places, things and actions orally and in writing
- Understand basic grammar - feminine and masculine forms
- Use of oral strategies make targets more accessible for SEN children.

**CULTURAL CAPITAL**

MFL will be reinforced through Cultural Capital activities, Geography, Literacy and Maths lessons.

- French day- Children get to experience foods, traditions
- French Christmas song to be performed as part of the Carol Concert production.
- Incorporate French into class assemblies and whole school assemblies
- Develop children's understanding about French speaking countries through cultural capital sessions and activities.

**PEDAGOGY**

A sequential programme is embedded into all lessons. This programme encourages all areas of language acquisition, which are considered to be:

- Listening
- Speaking
- Reading
- Writing
- Grammar.

All French lessons follow a thematic approach lasting 6 weeks with clearly organised units ranging from Core Vocabulary, Phonics and Grammar, Early Language, Intermediate Language, Progressive and Creative Language, thus allowing for progression. At the end of each unit, all children in KS2 are assessed across the four main skills of Speaking, Listening, Reading and Writing. In addition to French taught within the classroom, children are able to consolidate their learning by accessing the Language Angels games website either at home or at school.

**VOCABULARY**

Children will be aware of their own vocabulary, learning goals and progression as each unit offers a pupil friendly overview so that all pupils can review their own learning at the start and at the end of each unit. Pupils will know and will be able to articulate if they have or have not met their learning objectives and can keep their unit learning intention sheets and unit core vocabulary sheets as a record of what they have learnt from unit to unit and from year to year.

**RETENTION**

Through fun oral games and word recognition bingo, prior learning is revisited at the start and end of lessons to support retention. Definitions of new vocabulary are revisited frequently to support long-term retrieval.

**ASSESSMENT**

Pupils are assessed in their French skills and knowledge of French on an on-going formative basis. Assessment for learning has been embedded within each lesson with constant feedback and reflection opportunities to further the pupils learning and inform teacher's future planning. We measure the impact of our curriculum through the following methods:

- Observing children speaking and listening in another language.
- Marking of written work.
- Images and videos of children completing speaking and listening activities.
- Interviewing the pupils about their learning (pupil voice).
- Learning walks.
- Subject tracking.

**SUBJECT INTENT  
STATEMENT**

FRENCH

**LEADER:**

L.Kavanagh



**SMSVC**

- Pupils' spiritual development is shown by their fascination about linking their own language to another language and exploring the new words and phrases.  
Pupils become excited about learning a new language. All pupils are at the same starting point and it allows them to build a foundation for their next step in MFL.
- Pupils' moral development is shown by them being able to recognise the importance of learning a MFL from another country to enable them to respect how difficult it is when people visit Britain and try to speak a new language. Pupils learning to take the risk of making mistakes and appreciating that other pupils are attempting to speak another language.
- Regarding cultural development, pupils begin to appreciate the similarities and differences between France and Britain. Pupils explore famous landmarks and the history and heritage linked to these landmarks in Britain and France. Pupils can compare the Arts (famous artists, composer, singers) and sport.