



## **MFL Intent**

At Neville's Cross, our curriculum is designed for our KS2 children to follow the Salut French teaching program. It is our intent that pupils make sense of their place in the wider world. Each French project begins with a song to introduce key vocabulary and ends with reading a French text. The starting point is always to refer to previous learning then French vocabulary is explicitly shared to ensure children are equipped with a practical tool kit to be a linguist. Our French curriculum incorporates the understanding of French so that children know more, remember more and understand more. As a result, children will develop the knowledge to be able to communicate in another language other than English. Our French program of work enables pupils to explore the cultural capital of another country through its language and traditions. We also offer a link with a school in Ham, Amiens in France that we are making and sharing projects with. We take part in European languages Day in KS2 and a Whole School Languages Day. Eg Bastille Day, Francophone day. Our curriculum is organised on a 2-year roll and carefully planned so that children have opportunities to revisit and review previous learning whilst acquiring new knowledge and skills.

## **Our Aims:**

- To foster an interest in learning another language.
- To develop speaking and listening skills.
- To apply and develop their knowledge of languages and language learning;
- To gain enjoyment, pride and a sense of achievement.
- To explore their own cultural identity and those of others.
- To increase personal aspiration for travel and broaden life experiences.

## **To develop our pupils as speakers and listeners we:**

- Give them opportunities to express their ideas to a range of audiences.
- Give them opportunities to take part in group discussion and drama activities.
- Encourage them to listen and respond appropriately to others.
- Help them to understand the need to adapt their speech to different situations.
- Give them opportunities to evaluate and reflect on their own speech.
- Encourage them to use the vocabulary and grammar of the French language.

## **To develop our pupils as writers we:**

- Teach them to write effectively for a range of purposes and a range of reasons, adapting their vocabulary and style as appropriate.
- Encourage them to write with interest, commitment and enjoyment.
- Show them how to write in a variety of forms such as stories, poems, reports and letters.
- Show them how to evaluate and edit in order to improve their own writing.
- Show them how to use punctuation to make meaning clear to their reader.
- Give them the knowledge and the strategies to become confident and accurate spellers.

## **To develop our pupils as readers we:**

- To provide pupils with a clear understanding of how the alphabet works for reading and spelling.
- To enable our pupils to become fluent and confident readers with a strong phonological awareness.
- To develop pupil's sight vocabulary to aid fluent reading.
- To provide opportunities for repetition and consolidation so that spelling and reading become automatic.



## Curriculum Organisation

### Foundation Stage & Key Stage 1

At Neville's Cross we believe that early exposure to languages and different cultures is key and so encourage the language learning process from Reception. Each class teacher is encouraged to use simple greetings in different languages during registration. KS1 and EYFS join in with a school languages day every year. Eg. Bastilles Day & Francophone Day.

### Key Stage 2

In Key Stage 2, children have at least a half hour weekly lesson with their class teacher. The planning developed for KS2 will target objectives taken from the National Curriculum 2014. Currently we teach from the Salut! Scheme on a two-year rolling programme across Key Stage 2.

## Our Approaches

### Approaches to phonics

We use the Physical French phonics and Salut program to deliver weekly discrete phonics lessons across Year 3 and Year 4. The Physical French Phonics breaks down French high frequency words into their phonemes. Each phoneme is then linked to an action.

### Approaches to reading

Teachers model reading strategies during shared whole class reading sessions, whilst children have the opportunity to develop their fluency during playing games on Salut. At the end of each unit of Salut, there is a reading task linked to a French text using their previously learned vocabulary. This usually involves answering retrieval style questions.

### Approaches to writing

We aim to develop the children's ability to produce well-structured sentences in French about a given topic. Starting with words and phrases, then sentences and finally writing paragraphs. Teachers model writing skills and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals.

### Approaches to grammar and punctuation

The teaching of grammar and spelling is in line with how it is written and used in French. Of course, grammar skills are also embedded within French lessons where appropriate. In Year 3, children are introduced to the basic principles of grammar and punctuation appropriate for their age range. They learn through a wide range of activities such as: singing rhymes, conversations with adults, stories, songs, phonics, reading and writing.

To be able to spell correctly is an essential life skill. The Salut program contains interactive games that help the children to spell the key vocabulary for that lesson.

### Approaches to speaking and listening

We recognise the importance of spoken language in pupils' development across the whole curriculum; spoken language underpins the development of reading and writing. Children are encouraged to develop effective communication skills in readiness for later life. Opportunities to develop these skills include: Salut interactive games, talk partners, storytelling, roleplay, games, questioning, holding a discussion within lessons.

### Approaches to celebrate the international dimension

Although it enjoys much more linguistic diversity than in the past, England remains a place where the motivation to learn another language is affected by the position of English as a widely spoken, world language. This makes it even more important that we give all children the chance to learn a language in order to gain insights into their own lives and those of others around the world. They need the chance to learn about people in other countries and cultures and to reflect upon their own cultural identities and those of other people. Learning French, and learning about the countries where it is spoken, are also intended to promote aspiration for travel and a broadening of life experience. We take part in European Languages day in September in KS2 and a while School languages day in the Summer term. Through cross-curricular lessons compare and contrast festivals and traditions celebrated in the UK and France. Eg, Halloween, Christmas and Easter.



### **Progression**

Please refer to our specific progression documents for MFL to see details of the content and skills taught from Year 3 to Year 6.

### **Assessment**

#### **Key Stage 1 and 2 assessment**

Assessment in MFL is carried out termly for each KS2 pupil by the class teacher and communicated directly to the MFL coordinator. The assessment rates a child according to their development within their year group and takes the form of ARE (at age-related expectation), ARE+ (above ARE) or >ARE (below ARE).

### **Marking**

Marking in French is in accordance with the school's Marking Policy. Marking guidance is stuck in the front of every French book at the start of the year. Please refer to our school's marking policy for more detail.

### **Equality and SEND:**

- All children are given access to a broad and balanced French curriculum regardless of gender, ability, race or religion.
- Provision will be made for individual needs in I.E.P's.
- Equal opportunities are provided for boys and girls, also for children with special needs, those who are talented or gifted and children from different cultural backgrounds.
- Children with English as an additional language (E.A.L.) will be given access to additional resources and teaching to support their learning and to ensure they make maximum progress from their individual starting points.
- A feeling of self-worth will be engendered throughout the activities.

Children with special needs will be identified and work within their individual level. If needed, they will have an IEP and work with support under the direction of the class teacher. A range of literacy intervention programs run throughout Key Stage 1 and 2 for those who need extra help.