



MFL

How this subject is taught

There is an emphasis on having fun with the French language by listening to stories and singing songs. Children are taught specific skills and vocabulary during weekly lessons. Furthermore, we aim to integrate language learning into everyday school life and, whenever possible, children are given the opportunity to practise French through the context of other subjects. Language learning also provides a basis for teaching about other cultures and beliefs.

French is taught informally in the Foundation Stage and Key Stage 1 through song and rhyme. It is then developed in Key Stage 2 through the three main strands of primary language:

- Speaking and listening
- Reading and writing
- Intercultural understanding.

Speaking and listening

The children 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 practice the sounds of French in an enjoyable and non-threatening way
- Take part in conversations at an appropriate level, reacting to instructions and questions, as well as expressing opinions and feelings
- Memorise and recite short texts, and prepare and confidently give a talk on a familiar subject, taking into account their audience.

Reading and writing

The children learn to:

- Read stories and rhymes for enjoyment and gain awareness of the structure of written French
- Independently read, copy and write familiar words and simple phrases in context (e.g. classroom items, display labels, weather charts, dates)
- Write sentences and short texts independently and from memory.

Intercultural Understanding

The children learn to:

- Describe the lives of children in countries where French is spoken
- Identify similarities and differences between Britain and France in everyday life, social conventions, traditional stories and celebrations
- Gain awareness of stereotypes, and develop further understanding and respect for cultural diversity.

How this subject is assessed

Opportunities to monitor the children's progress in French are identified throughout the year.

Assessment is generally formative and is used to support teaching and learning, as well as informing future planning. Assessments are based on observations of children carrying out a range of oral activities and, when appropriate, written work. At the end of the school year, children's progress is assessed using the 'non-negotiables' appropriate to their year group. If appropriate, with regard to their ability, some children may be assessed using the 'non-negotiables' from other year groups.

Each child in Key Stage 2 has an exercise book, dedicated to French, where they record work over the year and this book is passed on to their next teacher as they progress through school. This will show the progression of skills throughout their time in Key Stage 2.

Priorities for Future Development

- To arrange a whole-school French day
- To continue to develop the use of exercise books to record work.