



French (MFL)

Intent

At St George's we recognise that the learning of a language provides a valuable educational, social and cultural experience for children. We aim to ignite a passion for languages and equip pupils with language learning skills and an appreciation of the diversity of languages and an awareness of cultural differences in other countries.

There are two main reasons behind the introduction of foreign languages in primary classrooms:-

1. The belief 'the younger the better', - young children are intrinsically better language learners, and will therefore become more proficient more quickly.
2. As the UK becomes increasingly a multicultural society, we have a duty to provide our children with an understanding of other languages and cultures.

A high quality, inclusive language education enriches curiosity, provides excitement, enjoyment and challenge and deepens their understanding of the world. Language teaching should provide the foundation for learning further languages as well as equipping children with the interest and motivation to consider studying and working in other countries in the future.

Pupils will:

- Understand and respond to spoken and written language
- Speak with increasing confidence, fluency and spontaneity
- Write at varying lengths for different purposes

There are natural links between languages and other areas of the curriculum i.e PSHE, British values, Geography but also in making a major contribution to the development of pupils' oracy and literacy.

Implementation

The teaching of French at St George's is supported a native French speaker. The ambitious, coherently planned and sequenced curriculum, delivered in a high challenge, low threat learning environment, ensures progression for all ability levels. French lessons are taught throughout Key Stage 2. In lower Key Stage 2 the emphasis is on the acquisition of speaking and listening skills. These skills are embedded and further developed in upper Key Stage 2, plus the progression of acquiring reading and writing skills. The lessons are designed to be progressive and build on prior learning, moving from word to sentence level over the four years. The lesson activities are challenging, varied and interactive and develop listening, reading, speaking and writing skills over the Key Stage. It is expected that formative assessment in each lesson informs the planning and teaching of subsequent lessons. Based on the evidence of the above, teachers can inform parents and guardians of the progress made in the subject over the course of each year.

Impact

A teacher assessment grid is provided to record attainment of each skill in each year group and to track progress across the Key Stage. The completed activities in the accompanying pupil books gather evidence of the listening, reading, speaking and writing accomplishments. Children self-assess their progress at the end of each school year using the school self-assessment criteria of Expected Standard and Working Towards in relation to their year group's learning objectives. This self-assessment enables the pupils to have some time to reflect on their own learning and what they need to do to further improve over the next school year.

