



What MFL (French) looks like at Ledbury Primary School

We plan our creative curriculum so the children build a sense of belonging and being in the world in order to become skilled citizens.

Curriculum Intent

What French looks like in our school:

- Opportunities to learn about life in another country, developing an awareness of cultural similarities and differences;
- Speaking and listening activities to develop confidence with pronunciation and speaking and listening skills;
- Enjoyable and fun activities and songs to foster an interest in learning another language;
- Grammar activities which reinforce and develop their understanding of their own language;
- The decision has been made that worksheets may be used in order to allow time to acquire skills and record new vocabulary.

This is our philosophy:

- We make the teaching and learning of primary foreign languages effective and accessible for all. Learning is creative, purposeful and memorable for all learners.

This is the Knowledge, understanding and skills at each stage:

By the end of Key Stage 1 pupils will:

- Be aware that people in different countries speak different languages and that people in France speak French.
- They will have knowledge of some basic French vocabulary such as some numbers to ten and basic greetings.

By the end of Key Stage 2 pupils will:

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- 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 or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and

simple writing

- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

The starred (*) content above will not be applicable to ancient languages

Cultural Capital

Children may demonstrate knowledge of some key points in French history, as well as modern French culture, buildings, landmarks, the arts and food.

They may be able to talk about different traditions in France, and how they differ to British traditions.

They may be able to name other French speaking countries, and demonstrate some understanding of the opportunities available when able to speak and read a modern foreign language.

Pupils will get the opportunity to meet the Language Leaders (year 9 pupils) from JMHS, who come and do Language activities to promote the love of languages as they get older.

Curriculum Implementation

This is how it works in KS1:

- Language teaching in KS1 is ad hoc and informal. Children, for example, are encouraged to answer the register in a different language and are taught different greetings.

This is how it works in KS2:

- Planning is based on a progressive curriculum from an online platform called Primary Language Network.
- Planned teaching for at least three hours per half term, this is broken down to 6 x 30-40-minute lessons.
- Start each session with speaking and listening revision of language learned previously.
- Teach language based on familiar areas – the home, food, meeting people, familiar songs and stories.

	This is what adults do: • A progressive curriculum with areas of vocabulary, grammar and phonics revisited and built on each year, with a clear progression in core skills of reading, writing, speaking and listening. • Planning documents give clear guidance on ways to teach and revise vocabulary, grammar and phonics in French. • In year groups, teaching is timetabled to make use of staff expertise and skill to ensure that children have access to high quality teaching. The Primary Language Network scheme provides video lessons with a native French speaker to support the facilitator in delivering the French lesson. This is how we support and ensure access for all children, including SEND, EAL and PP: • We use teacher and self-assessment to quickly identify children who may need additional support in specific areas. They then receive immediate support to ensure they have sufficient skill to access the learning. • Work may be differentiated either by providing additional resources or more structure to enable the taught skills to be developed. Some tasks will be the same, but the children will be grouped so that children have access to good language role models. • Grouping them with good language role models • Facilitating pre-teaching to introduce vocabulary • Providing appropriate vocabulary flash cards • Providing visual/practical resources to support understanding • Use of a range of digital resources/videos to reinforce understanding • High quality communication with other staff working with same pupils. This is how we challenge: • Small group work to further challenge • Open-ended tasks • Through questioning • Encouraging self-evaluation • Home-learning tasks are on offer should pupils wish to extend their learning at home.
Curriculum Impact	This is what you might typically see: • Happy and engaged learners • A variety of techniques used to encourage active engagement – games, role play and songs. • Engagement and perseverance • Self-motivated children

- Children talking about, sharing and reflecting on their learning

This is how we know how well our pupils are doing:

- Displays of work in classrooms
- Mistakes/misconceptions
- Book looks and discussions with children
- Targeted use of LSPs- LSPs noting and recording observations of individual children

This is the impact of the teaching:

- Children who are excited about learning a foreign language
- Children who can gain an insight on the similarities and difference between different countries.
- Children with developing confidence in their ability to communicate orally and in writing in a foreign language.

Pupils develop detailed knowledge and skills and, as a result, achieve well. This is reflected in the work the pupils produce. Pupils are ready for the next stage of education. Pupils with SEND achieve the best possible outcomes from their starting point.