

# Modern Foreign Languages (MFL) - French

## 1 Aims and objectives

1.1 The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources;
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation;
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt;
- discover and develop an appreciation of a range of writing in the language studied.

## 2 Subject content

2.1 Key stage 1 (non-statutory):

- 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;
- appreciate stories, songs, poems and rhymes in the language;
- describe people, places, things and actions orally.

2.2 Key Stage 2:

- 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.

### **3 Teaching and learning**

**3.1** Pupils are taught in weekly lessons using a mixture of activities including: games, role-play, songs, DVD films to provide examples of different spoken voices as well as develop a growing awareness of French culture. We emphasise speaking and listening from Key Stage 1 onwards and encourage responses without translation. Reading and writing is developed from the beginning of Key Stage 2 in order to understand and apply vocabulary and grammar.

**3.2** We are aware that all classes have pupils of differing abilities and our planning caters for this using:

- common tasks which are open ended;
- setting tasks of increasing difficulty;
- setting tasks of differing abilities;
- using additional resources to support.

**3.4** Medium term plans identify links to other curriculum subjects as well as planned progression.

**3.5** Long term plans identify units taught from the published schemes across a two year cycle.

### **4 Foundation Stage**

**4.1** The aim in the Reception class is to begin to enjoy and appreciate other languages and to raise awareness of other cultures.

### **5 Teaching MFL to children with special educational needs**

**5.1** At our school we teach MFL to all pupils, whatever their ability. It forms part of the school policy to provide a broad and balanced education for all. Through our MFL teaching we provide learning opportunities that enable all pupils to make progress, according to each pupil's needs.

**5.2** When progress falls significantly outside the expected range, the pupil may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take action to enable the pupil to learn more effectively. If appropriate, a Pupil Profile for pupils with special educational needs is created. The Pupil Profile may include specific targets relating to MFL.

We enable pupils to have access to the full range of activities involved in learning MFL. If activities are outside the classroom, for example, visiting our local church, risk assessments prior to the activity ensure they are safe and appropriate for all pupils. We ensure the curriculum enhances pupils' awareness of diversity issues.

### **6 Spiritual, moral, social and cultural development**

**6.1** Through a growing knowledge and understanding of French, pupils develop more positive attitudes towards other cultures and societies.

### **7 Equal Opportunities**

**7.1** All pupils have an entitlement to the fullest possible experiences regardless of race, gender, faith and particular learning requirements.

### **8 Assessment and recording**

**8.1** Teachers informally assess the pupils' work as they observe them. We are developing ways of monitoring: developing, expected and greater depth levels of understanding and knowledge in relation to National Curriculum requirements.

**8.2** Some elements of MFL levels of understanding and knowledge are reported back to parents in parent consultations and in the Pupil annual report.

## **9 Monitoring and review**

**9.1** The MFL subject leader is responsible for monitoring the standards of pupils' work and the quality of teaching. The co-ordinator supports colleagues by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The co-ordinator is also responsible for reporting to the Head teacher, evaluating strengths and weaknesses in the subject, and indicating areas for further improvement.