



French (MFL)

INTENT, IMPLEMENTATION AND IMPACT

What makes a Dore Primary linguist?



INTENT

At Dore Primary Junior School, it is our intention that children receive high-quality language lessons that enable all children to experience learning and using a foreign language in a way that is engaging, inclusive and exciting. We aim to stimulate and encourage children's curiosity about language, develop an interest in learning other languages and broaden their understanding of cultural differences and similarities. Through learning about other cultures, they will be given the opportunity to show **kindness** to others. By promoting an awareness of and respect for our diverse and changing world, we aim for our children to make valuable contributions to the community locally, nationally and globally.

We strive to encourage children's motivation, **resilience** and self-esteem by enabling them to experience success in learning a foreign language in an inclusive way. By progressively enhancing children's skills in listening, speaking, reading and writing, we aim to develop their ability to communicate in a variety of ways for practical purposes. They will develop their **resourcefulness** by learning how to use dictionaries to look up unknown words and how to ask and answer question. Their **creativity** will be developed through role play and writing and learning stories and poems. We aim to cultivate a positive attitude towards, and lay the foundations for future language learning.

At Dore Primary School, we aspire to help children develop into linguists, building progressively each year on the following key concepts:

1. **Read fluently**
This concept involves recognising key vocabulary and phrases.
2. **Write imaginatively**
This concept involves using key vocabulary and phrases to write ideas.
3. **Speak confidently**
This concept involves using key vocabulary and phrases to verbally communicate ideas.
4. **Understand the culture of the countries in which the language is spoken**
This concept involves the background knowledge and cultural capital needed to infer meaning from interaction.

IMPLEMENTATION

How do we implement our French curriculum?

1. All children have one 30 minute French lesson per week in KS2.
2. Children in KS1 are introduced to French through songs, stories and games.
3. The curriculum is ambitious and follows the national curriculum programme of study, using the ilanguages scheme of work as a starting point.
4. Lesson activities are challenging, varied and interactive and develop listening, reading, speaking and writing skills.
5. Lessons are designed to be progressive and build on prior learning, moving from word to sentence level over the four KS2 years. The choice of vocabulary ensures exposure to all the key phonic sounds and ability to build sentences using grammatical knowledge.
6. The curriculum uses a variety of strategies to engage the children and develop their confidence and enjoyment of language learning. These include songs, games, role-plays, familiar books and stories, video clips and art activities. Bilingual dictionaries and word mats provide support and opportunities for challenge.



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| 7. | To enhance the impact on enjoyment and intercultural understanding, we celebrate European Language Day and have previously had language assistants and penpals. We will be looking into continuing with the pen pals. |
| P4C | Through P4C, children are given the opportunity to practice their speaking and listening skills, which can then be applied to their language learning. |
| TASC | MFL supports TASC through development of effective oral and written communication skills. Children employ and develop these skills as they move through the phases of a TASC activity in order to produce a successful end result. It also promotes problem solving when children are faced with unknown vocabulary. |
| Outdoor Learning | MFL can be delivered outside through games and treasure hunts for new vocabulary. It also enables children to develop their understanding about the world around them, tuning in to different languages and recognising cultural differences. |

IMPACT

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| 1. | Children develop key language learning skills, as set out by the national curriculum. They are able to understand longer and more challenging texts on a range of topic areas, compose their own sentences in conversations using knowledge of basic sentence structure and write a range of phrases and sentences from memory and adapt them to write their own sentences. |
| 2. | Children are enthusiastic and positive about learning a foreign language and inspired to learn more. |
| 3. | Children understand that language has a structure and that that structure may differ from one language to another. |
| 4. | Children can talk about France and other French speaking countries and can identify similarities and differences in everyday life, social conventions and celebrations with their own, whilst understanding and respecting cultural diversity. |