



Nous essayons toujours d'être un peu mieux

Introduction

Learning an additional language gives us an opportunity to look at the world differently. It breaks down barriers and encourages us to be more open minded. It helps us to communicate and to be more tolerant of others in a rapidly changing world. It also encourages **aspirations** to travel and broaden our horizons. At Seaburn Dene, we celebrate and welcome differences within our school community; this is reflected in our language lessons which embrace not only the language being taught, but also the culture of the countries where the language is spoken.

Intent

The MFL curriculum has been redesigned over recent years to enable our pupils to become confident in their use of French. It has been designed to give our students the opportunity to gain the knowledge and skills which are essential when learning another language.

The curriculum in Key Stage 2 comprises three main strands: phonics, grammar and vocabulary. It is designed in line with the Key Stage 2 Programme of Study. Phonics is taught using the Physical French Phonics system, a systematic approach to allow learners to read, pronounce and spell words more accurately. An adapted version of the Primary French Project is also used. This is a scheme of work offered by the *Institut Français du Royaume-Uni*, part of a worldwide network promoting French language and culture, linked to the French Ministry of Foreign and European Affairs. Through this programme, children are introduced to key concepts such as gender, adjectival agreement and verb conjugation. Vocabulary is revisited and used alongside new words and phrases. This allows students to put together and understand simple sentences initially, and will lead to an ability to build and understand more complex sentences by the end of Key Stage 2. Until the new curriculum is fully embedded, children in upper Key Stage 2 are focussed on more basic concepts to ensure that they are confident in the knowledge and skills they need to develop their language learning. In lessons, a wide variety of authentic songs, rhymes and stories are used and when possible, children listen to a native speaker to allow them to become accustomed to the speed, intonation and rhythm of the language. They will also engage in reading and writing activities to embed key knowledge and skills. Games allow children to further develop their bank of vocabulary. Children are also taught the important skill of using a bilingual dictionary. This enables them to become more independent language learners.

Over the course of an academic year, lessons are sequenced in order to build understanding of key concepts and sentence structures. Paris is used as a focus initially to pique the interest of our learners. Children also learn about a variety of cultural aspects of the French-speaking world, pertinent at that point in time. Examples include the return to school (la rentrée) the Epiphany, French pancake day (La Chandeleur) and Bastille Day. Children in upper Key Stage 2 are invited to participate in a school twinning project. This opportunity aids cultural understanding and builds **respect** for others, a key value at our school.

In order to further support SEND children in their learning, knowledge organisers are simplified and support is given in lessons by our specialist French teacher. The French curriculum is designed to allow all of our learners to experience the culture and language of the French-speaking world. Virtual visits to landmarks, clips relating to cultural aspects of the curriculum and twinning projects ensure inclusivity for disadvantaged children who may not have the opportunity to travel outside the local area. In order to achieve progress for children who are gifted language-learners, lessons allow for further progression including the opportunity to lead games. More able learners are encouraged to use their knowledge and skills more independently to produce their work.

Implementation

Planning

1. Long term: Each year group covers six units per year, from Year 3 to Year 6. Units consist of activities which allow learners to work towards the 12 skills listed in the National Curriculum Programme of Study published in 2013. The focus is on practical communication.
2. Medium term: Each topic is mapped out alongside the knowledge and skills objectives covered. Medium-term plans are designed carefully to ensure curriculum knowledge and progression and contain key vocabulary related to the topic, as well as progression information for classroom instructions.
3. Short term: Topics are broken down into hour-long lessons, which include a clear lesson objective. Assessment in lessons is ongoing and covers listening, speaking, reading and writing as well as grammar.

Teaching

At Seaburn Dene, children from Year 3 to Year 6 are taught French for one hour each week by a specialist language teacher. During these lessons, children have the opportunity to improve their language skills in all aspects of the MFL curriculum: listening, speaking, reading and writing as well as gaining cultural understanding. Emphasis is placed upon phonic understanding, gaining a good level of vocabulary and the understanding of grammar such as sentence structure.

Our students learn through songs, stories and games, all of which aim to extend their language skills. They become language detectives when listening to or reading French by using context, prior knowledge and cognates/near cognates to decode the language.

Learning Environment

Children are taught French lessons in their classrooms. When lessons require some movement, either the hall is used or, weather permitting, an outdoor environment is suitable.

Children are given an exercise book and the intention is to keep this book through the key stage in order for learners to be able to revisit knowledge organisers when necessary.

Impact

We measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes (referring to the National Curriculum).
- Half-termly teacher assessment.
- Pupil discussions about their learning.
- Internal moderation of books.

Summative assessment

Children are assessed at set points in the academic year. A judgement is reached through a combination of an adapted version of the Primary French project assessment tools and the Seaburn Dene knowledge and skills assessment document which is based upon the 12 points of the Key Stage 2 Programme of Study.