**St Paul’s Primary School**

**Statement of Intent, Implementation and Impact for Modern Foreign Languages - French**

**Intent**

The intent of the Modern Foreign Languages Curriculum is to enable our children to celebrate and welcome differences in our world through an understanding of France and its culture. We intend to inspire a love of French as part of their lifelong journey of learning and to stimulate and encourage children’s curiosity about language. We intend for children to have acquired an understanding of spoken and written French and enable them to listen and speak in French with confidence to others. To understand why learning different languages is important and to lay the foundations for future aspirations.

**Implementation**

Children are introduced to French formerly in KS2. Children are gently introduced to some spoken French vocabulary. This is done through the use of spoken French in the classroom, which includes the use of French to give praise, completing the register and referring to familiar objects in the classroom. This enables the children to develop early language acquisition skills that facilitate their understanding of the patterns of language and how these differ from, or are similar to, English. Each class has a timetabled French lesson of 30 minutes. Lessons across the Key Stages support the skills of speaking, listening, reading and writing:

• Children are taught to listen attentively to spoken language and respond, joining in with songs, rhymes and games.

• Children develop an appreciation of a variety of stories, songs, poems and rhymes in French that are delivered through the curriculum content

• European Day of Languages enables the whole school to be immersed in the inclusion of the culture and use the language meaningfully in context alongside other languages and countries. This is done through Assemblies and activity afternoons.

Knowledge and skills in French are progressive from one year to the next and are mapped across year groups 3-6, in line with our scheme of work. Assessment for learning enables teachers to adapt their teaching, lesson content and support to ensure progress for all learners. Children are also asked to reflect and assess their own learning on a lesson by lesson basis, relevant to their age and experiences.

Formative assessment involving questioning, in the moment marking, observation, challenge and questioning will be used in every lesson. At the end of each series of lessons a quiz will be given to identify gaps in teaching and learning. End of year assessments based on both of the above assessments will be teacher assessed to say whether children are at ARE, below or above.

Monitoring of MFL will be monitored via ‘Book Looks’, planning, and feedback, learning walks and observations, pupil voice and staff voice.

**Impact**

Through the high quality first teaching, formative and summative assessments of Modern Foreign Languages taking place we will see the impact of the subject in different ways:

• Children will be provided with opportunities to communicate with each other in French.

• Children will be given the opportunity to look at other languages.

• Children will learn how language skills can be applied to a range of languages.

• Children will become aware that language has structure, and that the structure differs from one language to another.

• Children will enrich their language learning by developing an understanding of the French culture.

• Children will develop their language through development of the four key skills of speaking, listening, reading and writing including dictionary work.

Our MFL curriculum ensures that children develop their knowledge of where different languages, including the range of home languages spoken by the families of the school, as well as French, are spoken in the world. Varied learning experiences, including ‘European Day of Languages’ and ‘Bastille Day’ ensure that languages are celebrated throughout the school community whilst providing a context for language learning and develop the children’s understanding of different cultures.