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Description automatically generatedMFL- French**

**Intent, Implementation and Impact**

**Intent**

Learning a foreign language is a necessary part of being a member of a multi-cultural society and provides an opening to other cultures. A high-quality languages education should foster children’s curiosity and deepen their understanding of the world. The teaching should enable children to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping children to study and work in other countries.

The National Curriculum for Languages aims to ensure that all pupils:

1. Understand and respond to spoken and written language from a variety of authentic sources
2. 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
3. Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
4. Discover and develop an appreciation of a range of writing in the language studied.

At St. Stephen’s CE Primary:

We follow the Jolie Ronde Scheme of Work. KS2 children have weekly lessons in French throughout Key Stage 2. We have a range of supplementary sources ie. workbooks, songs and games.

In Lower KS2, children acquire basic skills and understanding of French with a stronger emphasis placed on developing their Speaking and Listening skills. In Y3 children begin to write words, short phrases and then sentences. These will be embedded and further developed in Year 4 and then UKS2, alongside Reading and Writing, gradually progressing onto more complex language concepts and greater learner autonomy.

It is intended that when children leave St. Stephen’s, they will have a natural curiosity and confidence to explore other countries, cultures and languages, accepting that, in a multi-lingual society it is a valuable skill to be able to communicate effectively with others in another language.  They will be engaged and prepared to continue language learning at Secondary School, building on the language-learning strategies they have acquired in primary school – such as recognising cognates in another language.

**Implementation  - delivery of the curriculum at St. Stephen’s**

In line with the National Curriculum for MFL, pupils at St. Stephen’s are taught to**:**

1. Listen attentively to spoken language and show understanding by joining in and responding
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
6. Present ideas and information orally to a range of audiences
7. Read carefully and show understanding of words, phrases and simple writing
8. Appreciate stories, songs, poems and rhymes in the language
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clear
11. Describe people, places, things and actions orally and in writing
12. 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.
13. Repetition/revisiting of vocabulary at regular intervals to aide retention and application.
14. Implement St. Stephen’s new key learning facts ‘sticky learning’ knowledge facts

This is done through a weekly French lesson, taught by the class teacher.

**Impact**

The class teacher is responsible for the implementation and impact of language teaching within their own class. Class teachers measure the impact of the language curriculum through the following methods:

* Observing children speaking and listening in another language.
* Key questioning within lessons.
* Marking of written work.
* Images and videos of children completing speaking and listening activities.
* Assess recall of Sticky Learning facts
* Interviewing the pupils about their learning (pupil voice).
* Annual reporting of standards across the curriculum to parents.
* Child-led assessment - Pupil self-assessment through using the Languages Ladder.
* Summative Assessment (new system to be implemented soon)

The MFL subject leader will monitor the implementation and impact MFL teaching is having on the children’s language learning, through the following methods:

* Book scrutinties (collating evidence of delivery and progression)
* lesson observations
* learning walks
* team teaching where applicable
* pupil voice
* teacher voice
* delivering CPD where necessary