**MFL (French)- Intent, Implementation and Impact**

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| **INTENT** | **IMPLEMENTATION** | **IMPACT** |
| The national curriculum states that ‘*learning a foreign language provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.’*  Therefore, the intention for French in St Mary’s is to ‘*enable pupils 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 and learn new ways of thinking.’*  At St Mary’s Catholic Primary School a typical French lesson will provide the opportunity for all  children as:   * Lesson objectives have a clear progression and activities are differentiated in order to allow all children to access the learning * Our children have access to high quality lessons that are both challenging and enjoyable. * We provide our children with a variety of resources and learning opportunities, which will enable them to make the connections needed to enjoy greater depth in learning. * We develop children’s confidence so that they are not afraid to speak in French in front of their peers. * We fully develop independent learners with inquisitive minds who have secure grammatical foundations and an interest in self-improvement. * We make cross-curricular links with other subjects such as Mathematics, English, History and current affairs. This allows children to apply other skills and connect other learning experiences with MFL. | **Planning:** Lessons are planned and sequenced so that new knowledge and skills build on what has been taught before. The language teacher loosely follows the schemes of work but has designed her curriculum to make a clear progression throughout the key stage 2. Half termly plans are established by year groups.  From year 3 onwards, all pupils have one forty-five-minute lesson per week. Each lesson has a clear learning objective and includes activities to practise the four main language skills: listening, speaking, reading and writing.  Year 2 pupils can voluntarily attend a weekly 30-minute French club where they develop an awareness of French though singing, games and craft activities.  At St Mary’s Catholic Primary School, we employ a variety of teaching styles and opportunities for children to learn and develop their language skills and competencies, both individually and collaboratively. The main aim of all lessons is to develop children’s knowledge, understanding and skills, applying these to a variety of contexts.  Pupils should be taught to:   * 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 * 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 * 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 | At St Mary’s Catholic Primary School, we expect that by the end of year 6 our children;  • be able to communicate ideas and feelings in speech and writing on familiar settings and routine matters  • have knowledge of the language phonology  • have knowledge of grammatical structures and vocabulary.  • Be able to make links with other languages and use their language skills to learn other languages  For this to happen, the MFL leader takes responsibility for the monitoring of the MFL curriculum and the standards achieved by the children.  This monitoring takes the form of:  1. lesson observations and feedback;  2. learning walks and pupil voice conversations;  3. termly reports and data entry;  Data is collected termly. Differentiation is then made for the pupils who are not making sufficient progress to enable them to access the learning by implementing scaffolds and providing extra support in the lessons. |