



Subject Statement

“I am the vine; you are the branches.”

John 15:5

Just as the branches need the vine to grow and bear good fruits, so we need each other. Within the District family, each person is valued and loved, reaching out throughout our school, homes, families and the wider community for a stronger future.

This subject statement reflects our Christian vision. We value the efforts of all pupils, supporting them in developing their skills and knowledge through positive reinforcement and constructive feedback. We inspire high standards and encourage ownership and independence to build long-term positive learning behaviours that will take our pupils beyond primary school and into the wider world.

Our Vision for MFL

We consider our pupils to be responsible global citizens, who have a solid understanding of their own culture and identity, and appreciate and respect the diverse cultures, traditions and languages of our world. They understand the English is not the main language in all countries and that people across the world communicate in a variety of languages. By the time our children leave The District, they will have learned how to read, write, speak and listen to the French language, along with understanding and comparing French culture to British culture. We seek to develop linguists who can make links and connections between languages, culture and the role they play in today's society.

Learning languages helps to provide our children with skills that can also be applied and transferred to their own language, as well as developing their knowledge of the wider world. Furthermore, it also helps to develop and widen knowledge of vocabulary within their first language. Our school commits to ensuring every pupil, at every stage, has regular and appropriately challenging and engaging learning in MFL, as informed by the National Curriculum. They will 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; seek clarification and help;
- 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;
- present ideas and information orally to a range of audiences;
- read carefully and show understanding of words, phrases and simple writing;
- appreciate stories, songs, poems and rhymes in the language;
- 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;

- 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.

Implementation

The Content of MFL Curriculum

We follow the Primary Languages scheme of work for MFL, underpinned by National Curriculum and informed by our school context. Our curriculum builds upon previous learning across the key stages. Learning is continuously revisited through a cyclical structure.

Each new unit begins through the learning of new vocabulary, and culture surrounding this area of learning. This is then developed in reading, writing, speaking and listening, reflective of the level of language learning being taught.

French culture is explored throughout the curriculum, alongside the celebration of European Day of Languages.

Each lesson includes:

- a vocabulary focus;
- a revisit to check learning;
- an opportunity to evaluate learning, which can be in verbal or written form;
- a comparison of French and British culture;
- opportunities for reading, writing, listening and speaking. (Not all skills are taught each lesson.)

In addition to this, strategies are taught to help children remember key knowledge and time is given to encourage independent or paired learning. Knowledge organisers are used to support independence. Songs and rhymes are also used to support learning.

In the EYFS and KS1, children engage in European Day of Languages, and continue to revisit the skills taught on this day throughout the year.

MFL is not discretely taught in EYFS or KS1.

Inclusion

As a school, we ensure that all pupils can engage with language learning and develop as young linguists, irrespective of their race, cultural background, gender, religion, creed, level of intellectual ability or physical and emotional circumstances. Teachers plan ways to adapt lessons and support pupils, so that all children can participate in learning to the best of their ability.

Opportunities and Resources

EYFS	KS1	LKS2	UKS2
<i>European Day of Languages</i>	<i>European Day of Languages</i>	European Day of Languages French Club	European Day of Languages French Club

Assessment

At the beginning of each unit, prior knowledge is established. Formative assessment, like this, takes place in all lessons, in the form of retrieval practice (revisiting recent and past learning.) The outcomes inform future planning and children are involved in evaluating their learning progress. Assessment tasks are designed to allow all children to demonstrate their new learning, regardless of ability. At the end of a unit of work, class teachers record individual progress and attainment in music via Insight. At the end of the year, an overall judgement is given, based on pupils' attainment over the three projects. This is shared with parents in the end-of-year pupil report.

By the end of Key Stage 2, pupils will be expected to:

- read, write, listen and speak about a range of topics, with progress having been made;
- read, write, listen to and speak in simple sentences, using adjectives to add description;
- compare the culture of Britain and France.

Monitoring

The MFL lead monitors and reviews the implementation and development of the geography curriculum in consultation with the Headteacher, SLT, staff members and governors. Monitoring is carried out through a range of methods including:

- Regular book scrutiny;
- Learning walks;
- Display and learning journey observations;
- Teacher observations;
- Teacher surgeries;
- Pupil voice surveys.