



St Mary's  
Catholic Primary School and Nursery

## **MFL SUBJECT STATEMENT (FRENCH)**

### **CURRICULUM AIMS**

At St Mary's we shape our curriculum so that all pupils are provided with high quality teaching and learning, with Jesus Christ at the centre of all we do. We aim to teach pupils how to grow into positive, responsible citizens, who can work and co-operate with others while developing the knowledge and skills to achieve their true potential.

*"The Christian life is a call to a deeper communion with God and with one another, and this finds particular expression in our schools, which are rightly recognised as being families themselves, where no one is a stranger and where everyone, whatever his or her background or academic ability, is welcomed, treasured, supported and helped to become the person whom God calls them to be."*

Bishop Malcolm MacMahon.

We aim to provide a Catholic Christian education based on the life and teaching of Jesus Christ, in which the values of the Gospel underpin all aspects of school life;

To provide a friendly, nurturing environment in which the dignity of each person as a child of God is recognised and developed; and to promote the full potential of each child through a curriculum which develops spiritual, academic, creative, social and emotional growth;

To provide a curriculum which is enriching and challenging, where pupils experience the opportunity to learn in a wide range of contexts.

## **INTENT**

At St Mary's MFL should be fully inclusive to every child.

Our aims are to fulfil the requirements of the National Curriculum for MFL, which should foster pupils' curiosity and deepen their understanding of the world. The teaching should 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, learn new ways of thinking and read great literature in the original language.

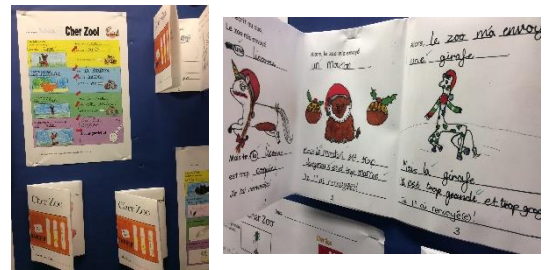


The aims of teaching Modern Foreign Languages in our school are to:

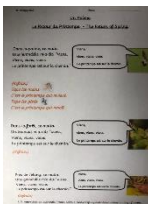
- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation intonation



- Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.



- Discover and develop an appreciation of a range of writing in the language studied.



## IMPLEMENTATION

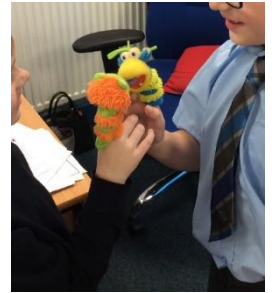
To ensure high standards of teaching and learning in MFL, we implement a curriculum that is progressive throughout Key Stage Two. MFL is taught in discrete lessons covering at least one unit per term.

The MFL curriculum at St Mary's is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills taught.

The dedicated MFL teacher plans lessons for classes using our progression of knowledge and skills document. When teaching MFL, the children's interests and real life experiences are considered to ensure their learning is engaging, broad and balanced. Units of work are planned, building upon the pupils' prior knowledge and language acquisition to ensure progression and revisiting of vocabulary and grammar. A variety of teaching approaches are used based on the teacher's judgement and frequent use is made of authentic video clips, not only as an aid to improving their listening and speaking skills, but to also engage children in developing their intercultural understanding.



In MFL, skills in speaking, reading and writing another language are developed through a multi-sensory approach such as rhymes, songs, stories and repetition. From Year 3, children begin to develop their understanding of grammar in another language and make comparisons with their own language.



Every Year a Year 5/6 French drama club runs in the Autumn term and presents a pantomime in French in early December. Pupils from Reception to Year 6, as well as parents, carers and governors are invited to the performances. The key aims are for children to have fun with the language, sing songs, be creative and develop confidence performing to an audience.

Bastille Day (14<sup>th</sup> July) is celebrated every 2 years in Key Stage 2 with an entire day of French related activities planned for the children to enjoy and deepen their intercultural understanding.



## INCLUSION

All children receive Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. In addition, our school offers a vibrant, demanding and varied curriculum, providing all our pupils with a range of opportunities in order for them to reach their full potential, enjoy and achieve regardless of their starting points.

## IMPACT

Our MFL curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also forms part of the units of work.

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

- Observing children speaking and listening in another language
- Marking of written work
- Images and videos of children completing speaking and listening activities
- Interviewing the pupils about their learning (pupil voice)
- Annual reporting to parents
- Learning walks
- Displays



The MFL subject leader continually monitors the impact MFL teaching is having on the children's learning through work scrutinies to ensure the progress of knowledge and skills is being taught.

They will also ensure the knowledge taught is retained by the children and continually revisited and that the learners are able to apply the skills they have been taught to a variety of different settings, showing independence with their learning.