

Intent:

Believe

Children will have the knowledge and understanding to become citizens of the world, appreciating the important role being multilingual plays in communicating with other people.



Achieve

Children will develop a love and passion for languages and an appreciation of different cultures that will last a lifetime.



Aspire

Children will ask questions to understand the importance of learning a new language; seek to discover new languages of choice; and find ways to improve their own and others' spoken and written language skills.



Here at St Buryan Academy we have developed a French language curriculum that offers high quality language input delivered through engaging, weekly language lessons and half termly buzz days in order to capitalise on the existing language skills held by our community.

- Key stage 2 children will have access to at least thirty minutes of French language lessons per week for 3 half terms a year.
- Key stage 1 will have some early exposure to French.
- The curriculum overview is progressive and varied.
- Staff will be supported to develop their pedagogy and feel confident in lesson delivery.
- Teachers, with the support of the MFL Leader, will assess children throughout the year.
- We believe that encouraging children to have a go, build their confidence and love for languages is key to successful language learning.
- We strive to embed the skills of listening, speaking, reading and writing necessary to enable children to use and apply their French learning in a variety of contexts and lay the foundations for future language learning.

Implement:

Coverage through MFL curriculum:

- Teacher teaches French lessons to Years 3, 4, 5 and 6.
- Exposure for KS1 and reception to form an early love and enjoyment of language learning.
- Twinkl planning and resources to be used to support French lessons.
- Videos from MFL lead used to support delivery and pronunciation of MFL lessons.
- Lessons are based around relevant areas for each year group.
- Work is recorded through pupil voice, some printed resources and worksheets.
- Coverage and progress is recorded and monitored through use of floor books.
- Displays are used to remind children of key vocabulary
- Practical activities, songs and games are used to help improve memory and recall.
- In the classroom whether possible instructions are given in French to expose children to the language as much as possible and day to day contexts.
- Visual prompts are used to support children in translating new vocabulary.

Assessment:

- Ongoing teacher assessment within lessons
- Termly book looks
- Pupil voice carried out

Monitoring:

- Staff questionnaire used to establish levels of confidence
- Learning walk/drop-ins to be scheduled
- Pupil voice sessions to be completed
- Floor Books monitored termly

Impact:

We strive to ensure that our pupil's attainment is in line or exceeds their potential when we consider the varied starting points of all our children. The learning challenges used and progression grids used to plan and teach MFL, ensure that children are accessing work at age related expectations, with regular opportunities to be challenged through higher-level objectives.

CPD/monitoring:

Deliver to staff long term plan outlining which units to cover throughout the year.

Show and support staff to access planning and resources available.

Community/families:

Use French day to encourage our families to...

1. Take their child to a museum
2. Celebrate French holidays.
3. Cook a French meal.
4. Watch a French movie.
5. Listen to French music.

Current Priorities

To provide opportunities for collaboration between colleagues to share best practise in the delivery of lessons and the recording of outcomes.

Next Steps

Organise a whole school French day for Bastille Day July 14th