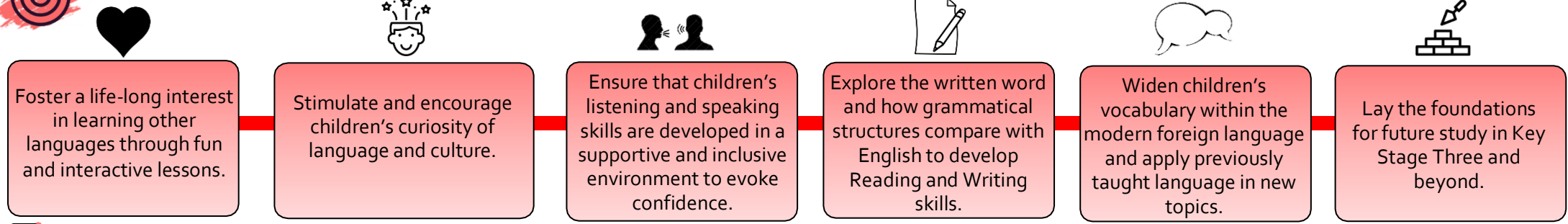


SUBJECT ON A PAGE:

MFL: French

At Spring Grove Primary School, we believe that learning a new language increases children's cultural capital, promotes a positive appreciation for language learning and we ensure MFL teaching encourages this.

Intent - We aim to...



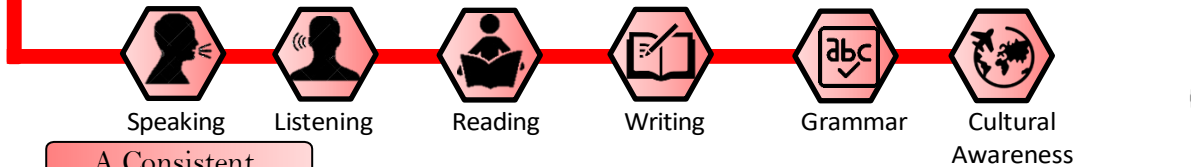
Implementation - How do we achieve our aims?

Concept-led Curriculum

French is taught from Year Three to Year Six. The curriculum has been designed to provide opportunities for children to develop and apply their **listening, speaking, reading** and **writing** skills. Each new unit introduces around ten words or phrases and is taught over a half term. The children are given opportunities to **review prior learning**, so previously learnt vocabulary or structures can be applied in a new context. French is **assessed** formatively through teacher-led feedback, peer and self-assessment. Teachers listen for accurate pronunciation of key vocabulary during speaking and listening based lessons, as well as accurate spelling and grammar when writing. Teachers plan games and interactive activities to assess the ability and confidence of the children. Children record their writing and reading skills in their French books, where they self and peer assess and receive written feedback from their teacher.

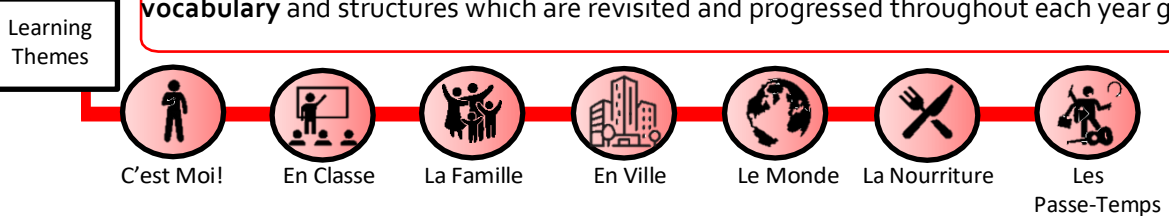
Development of Key Skills

The key skills, which are developed through MFL teaching in KS2, are listening, speaking, reading and writing. Children's listening skills are carefully developed from Year Three to Six. In Year Three, children **listen for a particular word or phrase** either in a video clip or during teaching or playing games such as: 'oui ou non' or 'vrai ou faux' using flashcards. In Year Six, children **listen to sentences**, focusing on the sentence grammatical structure. Children also listen for specific phonetics to improve their own **pronunciation**, so they become more **accurate** whilst they are speaking. Time is spent to enable children to make **links** between new and known vocabulary that have a similar phonetic pattern.



A Consistent Approach

French is taught on a weekly basis in Key Stage Two by class teachers following the scheme of learning, Rigolo. Each half term, there is a different **theme** of content to **inspire** and **engage** and the children have an opportunity to apply their progressing skills to new **vocabulary** and structures which are revisited and progressed throughout each year group.



Cultural Capital

Learning about French culture is an essential part of French teaching and further develops children's **curiosity** and **empathy**. Through the scheme of learning, Rigolo, children watch clips of French children speaking in French in a variety of contexts. For example, when the children are learning about school and school subjects, they can **experience** what a French school and classroom is like for themselves and they learn that children in France often go home to have lunch with their families and that Wednesday's are usually a half day. By the end of each unit of work children are able to **compare** French culture to their own experiences deepening their own knowledge.



Implementation (continued)



Strong Vocabulary Development

Teaching vocabulary effectively is **essential** in language teaching. Teachers use flashcards as **visual aids** and mini flashcards for interactivity. When teaching new vocabulary, teachers follow the following **teaching structure** as a guideline.

1. *Ecoutez, pas parlez.* (Listen, don't speak)
2. *Ecoutez et repetez* (Listen and repeat)
3. *Oui ou non* (Teacher says a word, whilst holding a flashcard. Children reply with oui or non, depending on whether the teacher has said the correct word with the picture)
4. *OU* (Teacher holds up a flashcard and gives the children two options. The children say the correct answer).
5. *Qu'est-ce que c'est?* (What is it?)

Using this structure ensures that children have an opportunity to **practise** key words and phrases and to **reinforce** conversational language. Vocabulary is **revisited** at the beginning of each lesson and throughout the week outside of French lessons, to develop confidence and to **embed** key vocabulary in the children's **long term memory**.



Resources



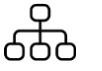
The scheme of learning, Rigolo, provides class teachers with an array of interactive resources. For each lesson: there is a video clip for the children to watch, which introduces the **key vocabulary** and **sentence structures** that will be taught; interactive games for the IWB and sound files to support children's **pronunciation** of key vocabulary. Rigolo also provide worksheets for teachers to use and adapt, which support the children's **independent practice** of the four main skills. Class Teachers are encouraged to use **flashcards** when teaching new vocabulary and use them to display the vocabulary.

Recording



All children in Key Stage Two have a French book to record **Reading** and **Writing** activities, which is used through their journey in Key Stage Two. Not all lessons are evidenced in the French book, and **Speaking and Listening** based lessons could be shown using photos.

Lesson and Unit Structure



Rigolo 1 and Rigolo 2 are divided into twelve units; six units taught in each year group in Key Stage Two. Each unit introduces children to around 8-12 pieces of new vocabulary. The teaching of French involves the following:

- **Lesson 1** – Learning new vocabulary.
- **Lesson 2** – Applying new vocabulary in **speaking and listening** activities.
- **Lesson 3** – **Reading** the same vocabulary.
- **Lesson 4** – Being **grammatically accurate**.
- **Lesson 5** – **Writing**.

Preparation for future study

In Key Stage Three, the children are expected to widen their vocabulary in the modern foreign language and develop their **sentence structures** and **grammar**, including **tenses**. Providing a foundation of language learning in Key Stage Two enables the children to embed and develop key skills required for future study.

Reading in French Lessons



In the French resource cupboard, there are a variety of authentic French books and reading books for Primary French teaching for class teachers to use in their lessons. All Rigolo units have **opportunities** for children to develop their reading skills, for example: children in Year Six have the opportunity to read longer French texts.

British Values



MFL teaching promotes British Values as children gain an **awareness** of cultural differences and how we should **respect** these.



Impact - How will we know we achieved our aims?



Children communicate in French orally and in writing.

Children develop a sense of structure within the language through learning French grammar.

Children have made progress in their speaking, reading, writing and listening skills.

Children use prior learnt vocabulary to build a vocabulary bank that can be applied in new learning opportunities.

Children can show an awareness and respect for French culture.

Children can transfer their skills and knowledge to the Key Stage Three curriculum.