

<b>INTENT</b>	<p>The intention of the French curriculum at Parc Eglos is that children are taught to develop an interest in learning other languages in a way that is enjoyable and stimulating. We encourage children’s confidence, we strive to stimulate and encourage children’s curiosity about language. In planning we actively plan links to develop their awareness of cultural differences in other countries, through our protected characteristics, British values and curriculum enrichment opportunities. 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.</p> <p>Our MFL curriculum is designed to progressively develop children skills in languages, through regular taught lessons. Children progressively acquire, use and apply a growing bank of vocabulary organised around topics. We follow the ‘Early Start Languages’ Scheme of work to ensure coverage and progression across school. All our children in KS2 will have regular language lessons.</p>					
	<b>UNDERPINNED BY</b>	<b>High Expectations (Aspirational)</b>	<b>Speaking</b>	<b>Listening</b>	<b>Reading</b>	<b>Writing</b>
<p>All children are expected to succeed and make progress from their starting points.</p>		<p>Repeating and beginning to initiate conversations.</p> <p>Phonics - use knowledge and understanding of phonemes, graphemes to pronounce familiar and new words.</p> <p>Say simple sentences from memory, simple verbs, and nouns with adjectives.</p> <p>Be confident to take part in longer conversations, include questions and answers.</p>	<p>Listen and respond to simple phrases.</p> <p>Listen and respond to songs and rhymes in the Target Language.</p> <p>Listen and respond to recorded material from authentic resources.</p> <p>Listen and respond to longer, spoken/recorded text in the target languages.</p>	<p>Read and respond to simple phrases in the target language.</p> <p>Read and respond to a variety of texts/poems/songs.</p> <p>Identify key details.</p>	<p>Simple phrases in the target language- Gap fill, match etc – dual code.</p> <p>Write longer sentences in the target language, include familiar and new words. (Cloze tasks, matching tasks, dual code)</p>	<p>Knowing that French use the same punctuation.</p> <p>Some letters have accents. (Know that the date in French and Spanish does not require capital letters.)</p>
<b>IMPLEMENTATION</b>	<p><b>Teaching</b> We aim to provide a high-quality MFL education which should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.</p>	<p><b>Planning</b> Planning is based on the Early Start Online Scheme</p> <p>Planning is progressive – following on from the previous year’s learning. French books begin in Year3 and move up with the children to their next class. Teachers can see what has been taught and progress accordingly.</p>	<p><b>Resources</b> High quality, up-to-date resources are used to support learning from Early Start Online. Teachers supplement the scheme with other material collected from other sources (Twinkl etc)</p>	<p><b>Vocabulary</b> MFL lessons have a strong focus on vocabulary which ensures that all children are able to attempt to speak French confidently in each lesson and in the wider community.</p>	<p><b>Training</b> Taking part in training opportunities and networking events.</p> <p>Membership of the Twinkl MFL forum to share best practice and professional support.</p>	<p><b>Monitoring</b> The main purpose of all assessment is to ensure that we are providing excellent provision for every child.</p> <p>Lesson observations, book looks, display boards and pupil conferencing are all used as monitoring tools.</p>

	Pupil Voice	Evidence in Knowledge	Evidence in Skills	Outcomes
I M P A C T	<p>Through discussion and feedback, children talk enthusiastically about French and experiences they have had. The children will be able to discuss their learning and demonstrate their knowledge and understanding through a range of activities.</p> <p>Engaged children who are all challenged.</p>	<p>By the time children leave Parc Eglos school they will:</p> <p>To recognise that there are different cultures and lifestyle. To begin to develop an international outlook. For example: be able to describe and give opinions about typical food and/or drink of the target language country.</p> <p>To understand that verbs, nouns and adjectives can be used to give and justify opinions.</p> <p>To begin to understand how to use time markers conjugate verbs to refer to different time frames.</p> <p>For example: giving a response to questions about likes and dislikes with reasons why, in context.</p>	<p>Lessons that use a variety of resources to support learning.</p> <p>To apply a range of linguistic knowledge (phonics; word order; to respond creatively to written authentic text in the Target Language.</p> <p>For example: Re tell part of a story which has been used as a basis for the teaching of vocabulary and grammar.</p> <p>Reinforce patterns in Target Language.</p> <p>Understand and apply language cues in the Target Language to express thoughts and ideas creatively and spontaneously.</p> <p>For example: Describe pictures, short presentation about pets, family, activities, food</p>	<p>We teach the National Curriculum, supported by a clear skills and knowledge progression based on Early Start Online. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Teachers subject knowledge ensure that skills taught are matched to National Curriculum objectives. This is evident in lessons taught and POP tasks.</p> <p>Learning is tracked and monitored to ensure all children make good progress in all areas. The impact of our MFL curriculum is that our learners are equipped with the language skills, knowledge and vocabulary that will enable them to be ready for the secondary curriculum and for life as an adult in the wider world.</p> <p>We aim for end of key stage outcomes that meet or exceed national age-related expectations.</p>