



Statement of Intention, Implementation and Impact

INTENTION:

At Otterbourne Church of England Primary School, the intention of the chosen Modern Foreign Language (MFL), French, is to develop an understanding and love of the French Language and French culture. Our curriculum design (following the Language Angels scheme of work and resources) ensures that we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes whilst supporting teacher subject knowledge.

The four Golden Threads: Developing oracy (speaking & pronunciation); listening; reading and writing and grammar will be taught in an age-appropriate way across key stage two. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning whilst making meaningful links to other subject areas. In addition, the children will be taught how to look up and research language they are unsure of and they will have a bank of reference materials to help them with their spoken and written tasks going forward.

The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. This builds on the principles behind our Diversity and Equality School Pillar. The intention is that they will be working towards becoming life-long language learners who appreciate the positive aspects of cultural diversity.

IMPLEMENTATION:

Our MFL curriculum progressively develops the language skills over the four years in Key Stage 2 when it is formally taught. We build on the topics each year to deepen the vocabulary and grammatical concepts learnt. The children learn through a variety of ways including tradition call and response, as well as using dramatic approaches such as songs, games and role play. The learning tasks are designed to be sequential and purposeful so children can apply new learning to specific outcomes such as creating their own market stall or tea room.

All classes will have access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons in key stage two.

Children will be taught how to listen and read longer pieces of text gradually in the foreign language and they will have ample opportunities to speak, listen to, read and write the language being taught. To support disadvantaged pupils and make the curriculum accessible to all children, a variety of scaffolds and frames are provided in all lessons.

Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four Golden Threads: listening, speaking, grammar, reading and writing.

Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit, they will build their knowledge and develop the complexity of the language they use.

Units of work have been mapped out to include opportunities to explore aspects of French culture such as how they celebrate Christmas and Easter as well as exploring other French traditions and celebrations. Children are also encouraged to speak in French as they answer the daily register securing key knowledge such as French greetings and counting.

IMPACT:

Children develop a greater understanding of life outside of their community, and start to develop a greater respect for different cultures. They develop a fluency in the language that forms a strong starting point for further learning in KS3 whether that is to continue with French, or through an understanding of the structure of language.

Children's confidence is improved as they start to consider how they might use the language in their own lives, such as when visiting France or when meeting people for whom French is the first language.

By the time children reach the end of year 6, they will be able to create longer pieces of spoken and written language with a variety of conjunctions, adverbs, adjectives, opinions and justifications.

All children are assessed in the final lesson of each unit. Progress is tracked on Insight.