



Modern Foreign Languages

At Eastington Primary School, we endeavour to promote the development of the whole child. Together, we strive for children to be independent, life-long learners who are kind, cooperative, resilient, responsible and ambitious in all they do.

Our school values underpin our broad and balanced curriculum. We aim for children to enjoy and engage in the wide range of learning opportunities provided, resulting in confident, well-rounded individuals who are ready for their next steps.

Relationships amongst all members of our school family are highly valued and we have kindness at the heart of our school. We aim to develop children who care for themselves, each other and the wider world and encourage everyone to be the best they can be.

Aiming high together to be:

- Kind - show respect and care
- Cooperative - work well together
- Resilient - keep trying
- Responsible - reflect and learn
- Ambitious - challenge yourself

Intent

At Eastington Primary, our overarching intent is for pupils to leave in year six with a grasp of the language sufficient enough for them to meet the demands of the KS3 curriculum. We also aim for pupils to simply enjoy being able to speak, understand and write in a different language and feel comfortable and ambitious enough to "have a go" when their language skills are required. We feel it is important for pupils to have a respect for and love of learning languages and feel inspired to continue and even take up the learning of other languages.

Implementation.

French at Eastington Primary is taught by a peripatetic teacher once a week. The skills are taught progressively with an increasing independence and level of writing expected in year six.

Vocabulary is taught through the use of games, rhymes and songs: repetition is key in lower key stage two to commit the vocabulary to long term memory. Topic words are learned and re-visited frequently too, for example, numbers, foods and the weather. In upper key stage two, children revise these topic words and begin forming sentences with simple verbs and conjugation of these verbs - both orally and in written form. They also learn about the genders of words and simple tricks to help differentiate them from each other.

Their learning also sits alongside the grammar aspects of English and provides opportunities for them to show their understanding of the different word classes and grammatical rules.

The needs of all children are met through the planning and delivery of this subject. This is carried out in a variety of ways, such as: differentiation through outcome/task, adult support, adapted tasks/materials and pre-teaching of skills and vocabulary if necessary.

Impact.

The impact is seen in the children's confidence and willingness to share in their lessons as well as the quality and accuracy of their vocabulary recall and written work. Their pronunciation should become more precise as they begin to recall the phonics and apply them to new words.