



Modern Foreign Languages (French)

Intent

Being able to converse in another language is a powerful and important skill. 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. It is important for us 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.

Teaching in this way ensures coverage of the National Curriculum aims of:

- Understanding and responding to spoken and written language from a variety of authentic sources.
- Speaking with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- Writing at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- Discovering and developing an appreciation of a range of writing in the language studied.

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 paramount in lower key stage two to help 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 the English curriculum and provides opportunities for pupils to show their understanding of the different word classes and grammatical rules that they learn and use in their English lessons.

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. We would expect to see a progression in pupils from orally using single words to writing full sentences as they move through key stage two. There also may be times when pupils have travelled to a French-speaking country and show excitement on return that they “have used their French”.

We aim to celebrate children’s achievements in this subject in a variety of ways. This could include displays, celebration assemblies, sharing on school website, peer evaluation and whole class discussions.



This not only supports pupils' self-esteem and motivation but raises the profile of the subject throughout the school community.