



Modern Foreign Languages Intent –

In today's increasingly interconnected and interdependent world, learning a foreign language at Ravensdale is considered to be important in accessing, understanding and contributing to our global community. Through a study of linguistic skills and knowledge, we aim for our children to express their thoughts and ideas in French as well as understand and respond to its speakers, both in speech and writing. Our children will be enthused by the subject and develop an appreciation for the traditions, religions, arts, and history of the people associated with the French language. This will mean that upon leaving, children will be engaged and prepared to continue language learning at secondary school.

The Teaching of MFL at Ravensdale - Implementation

Six units of French are covered across each year – typically one a half term. Many of these units have repetition in different year groups, revisiting key vocabulary while extending sentence structures and improving proficiency of skills. Children have weekly lessons in French throughout Key Stage 2, using the Language Angels programme of study in addition to other resources. There are 3 main levels of teaching as the children progress up the school: Early Language Learning (EL), Intermediate Level (IL) and Progressive Teaching Level (PL).

Strategies for teaching MFL should include

- Eliciting prior knowledge and learning so that lessons are planned to effectively deepen knowledge and understanding. Often, these involve activities from CGP Salut! as well as low-stake quizzing, translations of sentences or short passages
- Clearly, detailed and considered planning including differentiated tasks for those who require added support as well as those who are naturally adept at language acquisition.
- Practical, active learning tasks including games, role play and performing to engage learners and recap skills.
- Using bilingual dictionaries to look up unknown vocabulary and gender agreement.
- Using gesture and mime for children to emulate to show they understand and to help make themselves understood.
- Where possible, using outside native speakers to share learning with the children

Year group coverage

Year 3	Year 4	Year 5	Year 6
I am learning (ELL)	Presenting myself (IL)	Do you have a pet? (IL)	At school (PL)
Animals (ELL)	My Family (IL)	The date (IL)	Healthy Lifestyles (PL)
Instruments (ELL)	Goldilocks (IL)	My home (IL)	At the weekend (PL)
I am able (ELL)	In The Classroom (IL)	Clothes (IL)	Planets (PL)
Ice Creams (ELL)	At the Tea Room (IL)	The Olympics (IL)	Vikings (PL)
Fruits (ELL)	What's the Weather (IL)	Habitats (IL)	Me in the World (PL)

The Impact of Learning French at Ravensdale

Our French curriculum will ensure all pupils develop key language learning skills, as set out by the national curriculum. Teachers will gather evidence of pupils who can

- understand and respond to spoken and written language from a variety of authentic sources
- speak 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
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

See the progression maps for more detailed objectives, sequences in learning and objectives.

A variety of monitoring is undertaken by the MFL subject leader on a yearly basis including

- book scrutinises
- planning scrutinises
- lesson observations
- review of assessment data
- pupil interviews

Feedback from monitoring is given to teachers and leaders who use this to strengthen their practice, which should lead to stronger pupil outcomes.

Where a shared need for CPD for French is identified, time is allocated in the staff meeting schedule to act upon this and improve teaching practice.

Monitoring progress and attainment:

Teachers assess the children's progress against the intended learning outcomes for each unit of work. Children are assessed at working towards (WT), reaching the expected standard (EX) or achieving a mastery level (GD) for their year group. Parents are informed of this outcome in the annual summer report.