



St Thomas of Canterbury

Catholic Primary School



MFL Subject Statement

INTENT

“A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world.” National Curriculum, 2014

At St Thomas of Canterbury, we aim to make language learning enjoyable and rewarding by providing pupils with linguistic skills, knowledge and valuable cultural experiences. Our goal in providing an enriching languages curriculum is for pupils to develop the early communication skills necessary for life in a modern global society, and to promote positive attitudes to cultural diversity. We hope to create curious, enthusiastic learners with an appetite for future language learning

IMPLEMENTATION

French is taught from Year 3 through to Year 6 by class teachers through a range of engaging methods using a language scheme, which incorporates age appropriate songs, stories and games.

Our MFL curriculum has been designed to progressively develop skills in French. We are currently using the Primary French Project to deliver our French lessons. These lessons ensure children acquire a bank of vocabulary organized around topics whilst also teaching grammar in incremental steps. They ensure development is progressive as they build on and review knowledge from units already studied.

We also use the whole school data analysis programme “Balance” to plan and assess lessons. This has been set with the Sue Cave assessment ladder which focuses on the skills required to show progression in learning. The skills are taught through the activities in the Primary French Project.

All children in KS2 are taught French in a weekly discrete lesson. This is delivered by the class teacher. KS1 children are introduced to MFL through exploring other languages informally when studying another country.

2022 saw the introduction of Languages Day, when each class chose a different country to study and celebrate during the day. Parents from other cultures were invited in to class to answer questions and we finished with a street food party on the playground, tasting dishes from countries from around the world. We intend to build this into our calendar as an annual event.



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We have achieved the foundation level International Schools Award for our work on raising awareness of other cultures within school.

Speaking and Listening

- Children are taught to understand and respond to spoken language from a variety of authentic sources, songs, stories, audio clips.
- Speaking is modelled with opportunities for children to improve the accuracy of their pronunciation and intonation
- Children are taught to speak with increasing confidence, fluency and spontaneity, through discussions, role plays and asking and answering questions.

Reading

- Opportunities are provided for children to read simple statements in the target language. Vocabulary games and interactive whiteboard games are used to teach new words.
- Throughout the year groups texts of increasing length and difficulty are provided for children to read, and locate known vocabulary.
- The use of bi-lingual dictionaries is taught from Year 3 upwards. We have a set of both illustrated and junior French dictionaries.

Writing

We use a variety of methods to support writing in a foreign language.

- Cloze procedure and labelling activities are used to encourage pupils to write vocabulary.
- We use writing frames to support with the writing of texts in target language.
- As confidence grows we ask children to answer questions and write simple sentences leading to the writing of short paragraphs.

IMPACT

We hope that children will be able to communicate ideas, facts and feelings in speech and writing using their knowledge of MFL vocabulary and grammatical structures.

The impact of their learning is measured through the following methods:

- Fun and engaging child friendly assessment, e.g. games, quizzes etc.
- Pupil conversations with the subject lead.
- Recording images and videos of the children's practical learning.



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- Moderation of children's work within their books – 'book looks'.
- Class teacher's evaluations through AFL during lessons

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