



SIR ROBERT GEFFERY'S PRIMARY SCHOOL

A School for Enthusiasts

*Where we 'live life in its fullness' (John 10.10)
Knowing that God is our strength and with
His help we will be the best we can*

MFL - intent, implementation and impact statement

Intent:

We aim to stimulate pupil's interest and curiosity and develop their knowledge and understanding of language and culture. We want children, through their study of French, to develop speaking and listening skills and a broader knowledge of grammatical structures. We aim to create lifelong learners with an enthusiasm for language learning and a greater awareness and appreciation of cultural diversity.

Implementation

Every week, Key Stage 2 classes have a 45 minute French Lesson, following the Catherine Cheater Schemes of Work for Primary French. Lessons are intended to be engaging, creative and enjoyable, so as to be accessible to all pupils. The Catherine Cheater scheme is intended to develop transferable language learning skills and grammar, rather than to teach too much vocabulary. The thinking behind the scheme is that children can go on to learn vocabulary themselves, as we teach them the skills to use it. The emphasis in Year 3 is very much on developing listening skills, closely followed by speaking. Children write progressively more, as they move up through the school. Lessons are sequenced throughout each year group, and hence throughout the school, each one, first revisiting, and then building on the previous lesson,

Lessons are made up of several learning parts, e.g. phonics or pronunciation, listening, reading, writing, conversation, learning a finger rhyme or a song. A typical lesson consists of a 'prior learning activity', whereby previous learning is recapped, to ensure that knowledge and key skills remain intact in the children's minds. The lessons then move on to a 'now learning' section, in which new skills may be learned, or previous learning will be built on. New skills will then be applied in the 'extended learning' part of the lesson.

Between lessons, it is important for children to revise or practise using the language taught during the French lesson.

Children are given 'think time' and 'partner talk time', to prepare spoken or written work. Dictation and whiteboard practice is used frequently, in lessons that include writing, and children are encouraged to critique each other's work, giving constructive comments, to

move each other forwards. The teaching of Modern Foreign Languages, at Sir Robert Gefferys is fully inclusive. We believe that even the most vulnerable children can derive particular benefit from taking part in language learning activities. French is planned in such a way as to encourage the full and active participation of all pupils. Work is differentiated and scaffolded, as appropriate to the needs of individual children.

Opportunities to monitor children's progress in Modern Foreign Languages should arise, during every French lesson, through observation of their oral and written activities. Such assessments will be used to support teaching and learning and to inform the planning of follow-on lessons. Most assessment for learning, in French, is formative.

Impact

The impact will be that children meet the academic milestones that are expected of them; making good or better progress from their starting points, knowing more and remembering more. Our curriculum helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.

We want our pupils to derive pleasure from learning other languages and that these skills will be valuable in later life through travel and work if they so wish.