**MFL French rationale**

**Visions and aims**

The National Curriculum states that ‘learning a foreign language is a liberation from insularity and provides an opening to other cultures’. We aim to foster pupils’ curiosity and deepen their understanding of the world. At Holmes Chapel Primary School we teach to enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. Every lesson taught covers the four skills: listening, speaking, reading and writing, and they provide opportunities for them to communicate for practical purposes and learn new ways of thinking.

**Intent**

Holmes Chapel Primary School uses the Language Angels scheme of work and resources to ensure a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils feel willing and able to continue studying languages beyond Key Stage 2.

All content will be continuously updated and reviewed annually, creating a dynamic and progressive programme of study that will be clearly outlined in both long-term and short-term planning.

The four key language learning skills; **listening**, **speaking**, **reading** and **writing** are taught and **grammar** is covered in an age-appropriate way across the primary phase. In addition, the children are taught how to look up and research language they are unsure of and they will have a bank of reference materials to help them with their spoken and written tasks.

We aim for all pupils to develop a genuine interest and positive curiosity about foreign languages. Learning a second language offers pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will become life-long language learners.

**Curriculum design (Intent)**

* All classes have access to a high-quality foreign languages curriculum using the Language Angels scheme of work and resources, and supplemented where necessary.
* Lessons are block taught (2-3 half terms per year of 45 minute lessons) and well-planned lessons in year 3-6 which will be taught by our language specialists.
* Units of study chosen, in consultation with Language Angels, build on skills progressively.
* Children progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes.
* Each lesson is planned to build on previous knowledge gradually as their foreign language lessons continue to retrieve, revise and consolidate previously learnt language whilst building on all four language skills: **listening**, **speaking**, **reading** and **writing.**
* Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress though the lessons in a unit, they will build their knowledge and develop the complexity of the language they use.
* Grammar is integrated and taught discreetly throughout all appropriate units.
* Lessons offering appropriate levels of challenge and stretch are taught at all times to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for the language they are learning. The Language Angels scheme offers various levels of differentiation within it planning and is supplemented by the teacher as appropriate.
* Units, where possible and appropriate, are linked to class topics and cross curricular themes.

In addition to following the lessons provided in the Language Angels scheme of work and resources, lessons will be supplemented with a variety of cultural activities and language-learning opportunities:

* Foreign language celebration assemblies.
* Cookery sessions of traditional foods from the country of the language being studied.
* Fashion shows demonstrating typical / traditional clothing from the country of the language being studied.
* Weather forecasts based on maps from the country of the language being studied.
* School celebrations of national feast days from the country of the language being studied when appropriate to facilitate a whole school approach to foreign language learning along with improved cultural awareness.

**Assessment**

**Pupil learning and progression** will be assessed at regular intervals. Teachers will assess each language skill (**speaking**, **listening**, **reading** and **writing**) at the end of each unit to be able to provide reference points against which learning and progression in each skill can be demonstrated. An overall MFL assessment is made at the end of each academic year using assessments gained throughout the year; **working towards**, have **met** or **exceeding** expectations, and this information is shared with the next teacher and the MFL subject lead.

**Key Stage 2 Overview**

**Year 3**:

**Early Language** units are entry level units and are most appropriate for Year 3 pupils or pupils with little or no previous foreign language learning.

* Start with **nouns**, **articles**, **1st person singular of high frequency verbs and basic opinions** in **Early Learning** units.

**Years 4 and 5:**

**Intermediate** units, introduced in year 4 and then built upon in year 5,increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to pupils.

* Use of the **possessive**, the **concept of adjectives**, use of the **negative form**, **conjunctions** and introduce the **concept of regular verb conjugation** in **Intermediate** units.

**Year 6:**

**Progressive** units are the most challenging units and are suitable for Year 6 pupils or pupils with a good understanding of the basics of the language they are learning.

* More detailed **opinions with conjunctions** and introduce the **concept of regular and some high frequency irregular verb conjugation** in **Progressive** units.

**Appendix**

MFL new unit skills progression document – rolling programme based on COVID catch up.