

Position Statement July 2019

Co-ordinator	Danielle Hunter	Subject or Aspect	MFL-French
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Intent

- To what extent does the school's curriculum set out the knowledge and skills that pupils will gain at each stage?
- How does our curriculum plan set out the sequence and structure?
- How does it cater for disadvantaged and minority groups?

At Meadow View, we want to encourage children to develop an **interest** in other languages. We aim to encourage **curiosity** about the world of languages. In KS2, we endeavour to **embed** the necessary **skills** for speaking, listening, reading and writing to ensure that children can **apply** their skills in various **contexts**. Learning another language allows children to **open their mind** to another culture and deepen their understanding of the world. Language teaching should provide the **foundations** for learning further languages, equipping pupils to study and work in other countries

Implementation

- Consider the way that the curriculum is developed and how it is taught and assessed in order to support pupils to build knowledge and to apply that knowledge as skills.
- How does your subject join with cross-curricular planning?
- How are we encouraging progression?
- How do we differentiate for different ability groups?
- How do you know staff have/have not got the correct subject knowledge?

We aim to teach French on a weekly basis in Years 3-6. We aim for children to **acquire** the language, **use** the language and then **apply** the language through a **range of topics**. Speaking and listening are integral to the French curriculum.

We have a two-year cycle across years 3 and 4 and then across years 5 and 6. During the Autumn terms in each cycle, there is some **overlearning** of key phrases too ensure that children become **masters** of the language. Teachers have topics that they teach in each cycle to ensure that children have a **breadth** of the language.

Teachers **craft sequences of lessons** to ensure that all the necessary skills are taught to enable the children to **confidently** speak French in the areas covered. We ensure that children experience listening, speaking, reading, writing and exploring songs and rhymes in the language to deepen their understanding.

Impact (Include data)

- Outcomes that pupils achieve
- How do we use evidence of pupils learning to feed into planning?
- How well do we consolidate learning?
- How do we know that knowledge and skills are in children's long term memory?
- How do you know that your subject is having an impact across all pupils, including those disadvantaged?

Teachers plan following a scheme and create an 'S' plan for the **theme of learning**. If children need further work on a specific area, teachers will ensure to plan this in for the children before moving onto the next area. Teachers **assess** children against the skills and to ensure that all children are **achieving**. Children are given the opportunity to **consolidate learning** by **reviewing** what they learnt during the previous session to ensure that skills are embedded in the long term memory.

Strengths for 2018/2019

-We have ignited the love of learning a language.

- We have followed the first year of a scheme to ensure progression of skills.
- Regular sessions have been taught.

Priorities for 2019/2020

- Monitor that French is taught regularly.
- Ensure teachers are following the new A B topics and take regular feedback on how these are working.
- Encourage French words and phrases to be on display somewhere in the class when they are being taught.
- French day to raise the profile in school.