**French**

**Intent**

All pupils at St Mary’s Catholic Academy have the right to a rich and deep learning experience that includes the learning of the basics of an additional language. The study of Languages prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly carried out in languages other than English. Language learning provides an opening to other cultures. Pupils use language to communicate information responsibly and creatively; learning how to use languages to enable access to ideas and experiences from a wide range of people, communities and cultures across our school and wider demographic. In addition, understanding a modern foreign language increases children’s understanding of their own language, and the building blocks, which form this. The process of learning a foreign language reinforces fluency and understanding of grammar, syntax, sentence structure and verbal precision. Increased capability in the use of languages can also promote initiative and independent learning and encourages diversity within society.

We teach a curriculum that enables our pupils to become effective users of language, and show an understanding and respect of different cultures in our local, national and global communities.

Through the teaching of French at St Mary’s Catholic Academy, we aim to:

* Ensure every child has the opportunity, throughout Key Stage 2, to study French as a foreign language; developing their interest in the culture of other nations, communities and beliefs. In KS1, children will begin to listen, participate and join in with spoken language.
* Ensure pupils have access to high-quality teaching and learning opportunities.
* Ensure pupils have exposure to simple commands including day-to-day French language, including days, months, numbers and classroom instructions.
* Ensure pupils develop an increased wider cultural understanding through our enriched and varied curriculum to which languages contribute.
* Provide language informed by the National Curriculum and the skills expressed in this: Listening, Speaking, Reading, Writing and Cultural Understanding.

**Implementation**

Teachers plan for the teaching and learning of French on a termly and weekly basis supported by a comprehensive mixed age scheme of work – Grammarsaurus  – which covers all aspects of the MFL curriculum: speaking, listening, reading, writing and cultural understanding, and progresses these skills and knowledge throughout Key Stage 2.  Activities can consist of actions, rhymes, stories, song, drama, grammar focus, video clips, air writing, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills.

Teachers and pupils use French in daily routines, for example, through answering the register and displaying the French date within the classroom.

**Impact**

Our MFL curriculum is fun and enjoyed by learners, well-resourced and planned to demonstrate progression through Key Stage 2. In addition, we measure the impact of our curriculum through:

* Pupil discussions about their learning;
* Monitoring and reflection against subject-specific skills defined in each year of study;
* Children applying their knowledge of language to other areas of the curriculum;
* Children applying their cultural understanding and tolerance across society and cultures.

Year Three

I can engage in conversations; ask and answer questions; express opinions; seek clarification and help.

I can speak in sentences, using familiar vocabulary, phrases and basic language structures.

I can begin to develop accurate pronunciation and intonation so that others understand when I am using familiar words or phrases

I can appreciate stories, songs, poems and rhymes in the language.

I can recognise and begin to respond to the written form of familiar vocabulary.

I can make links between French phonemes and spellings I can begin to write familiar vocabulary

Year Four

I can engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.

I can develop accurate pronunciation and intonation so that others understand when I am reading aloud or using familiar words/phrases.

I can present my ideas and information to a range of audiences.

I can appreciate stories, songs, poems and rhymes in the language. I can describe people, places, things and actions orally.

I can recognise and respond to the written form of familiar vocabulary.

I can make links between French phonemes and spellings I can begin to write familiar vocabulary

Year Five

I can begin to read carefully and show understanding of words, phrases and simple writing. I can appreciate stories, songs, poems and rhymes in the language.

I can broaden my vocabulary and develop my ability to understanding of new words that are introduced into familiar written material, including through using a dictionary.

I can describe people, places, things and actions orally and begin to in writing.

Year Six

I can appreciate stories, songs, poems and rhymes in the language

I can write phrases from memory, and adapt these to create new sentences, to express ideas clearly