



## William Shrewsbury MFL Curriculum Intent 2019-20

*If you don't want to learn, no one can make you. If you are determined to learn, no one can stop you.*

Intent	Implementation	Impact
<p>To foster an interest in learning other languages.</p>	<ul style="list-style-type: none"> <li>• Plan and deliver French lessons which are engaging and fun and, where possible, make use of the language in a practical context.</li> <li>• Use songs, stories and dance to inspire children to enjoy the rhythms of other languages and engage their interest in learning more.</li> <li>• Use biennial Languages Day to expose children to additional languages in an entertaining context.</li> </ul>	<ul style="list-style-type: none"> <li>• Observations will show that children are enthused and engaged in their lessons.</li> <li>• Photographic evidence of Languages Day will show a broad range of activities and languages being enjoyed.</li> </ul>
<p>To inspire children to deepen their understanding of the world, exposing them to the language and culture of at least one other country, thereby enhancing the British values of mutual respect and tolerance.</p>	<ul style="list-style-type: none"> <li>• Incorporate aspects of French culture (food, geography, landmarks, sport, festivals and traditions) in our teaching, highlighting areas of commonality.</li> <li>• Use biennial Languages Day and other, <i>ad hoc</i>, opportunities to make use of EAL pupils and/or</li> </ul>	<ul style="list-style-type: none"> <li>• Planning will reflect aspects of French culture as well as language learning.</li> <li>• Subject leader will retain a list of EAL speakers who have worked with us to introduce children to a broader range of languages.</li> </ul>



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	<p>parents to teach elements of their home languages to their peers and to share aspects of their culture of origin.</p>	
<p>To build a bank of known French words and phrases which children can use to begin to speak sentences.</p>	<ul style="list-style-type: none"> <li>• Specific areas of language to be taught and revisited in each year group (greetings, introductions, describing oneself, giving opinions), building on and securing prior learning.</li> </ul>	<ul style="list-style-type: none"> <li>• As children move through KS2 they will recognise links between their prior and current learning and will feel empowered by their existing knowledge when topics are reviewed and extended.</li> </ul>
<p>To develop pupil's language learning skills so they are empowered to continue to learn additional languages in their later life.</p>	<ul style="list-style-type: none"> <li>• Use written and spoken resources to allow children to access the language in different ways, identifying which strategies help them best with their learning and link to producing the language themselves orally and in writing.</li> <li>• Use picture resources wherever possible to support children's vocabulary learning and information retention. Repeat and review learning to ensure progression across year groups, making use of</li> </ul>	<ul style="list-style-type: none"> <li>• Planning and observations will show that a variety of resources are being used to support the development of children's language learning skills.</li> </ul>



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	<p>partner, group and class work throughout.</p> <ul style="list-style-type: none"> <li>In addition to direct teaching of vocabulary and grammatical structures, provide opportunities for children to learn on their own, using pictures, context, language similarities, specific word banks and, ultimately, bilingual dictionaries to both translate and produce sentences in French. Make use of original sources where possible, supported by prepared resources.</li> </ul>	
<p>To deepen children's knowledge and understanding of the structure of language, enabling them to further improve their competence in their existing language(s).</p>	<ul style="list-style-type: none"> <li>Use grammatical terms appropriate to each year group's English curriculum to identify components of French sentences (articles, verbs, nouns, adjectives etc).</li> <li>Compare phonic structure of English and French - what graphemes make similar phonemes in both languages? What phonemes are present in one language and</li> </ul>	<ul style="list-style-type: none"> <li>Planning and observations will show that year group appropriate grammatical comparisons and teaching is being used to deepen children's understanding of the structure of languages.</li> </ul>



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	<p>absent in the other. Later discuss the use of accents and the liaison in French and how they influence pronunciation.</p> <ul style="list-style-type: none"><li>• Identify words with similar etymological roots between the languages - discuss the shared roots of European languages.</li><li>• Highlight similarities in the structure of language between English and French (e.g. use of punctuation, capitals for names, articles before nouns, -s for some plural nouns, use of contractions (J'ai = I've), gendered possessive pronouns).</li><li>• Highlight differences in the structure of language between English and French (especially gendered nouns), discussing how we understand differences made more explicit in French (feminine and masculine forms for some animals, tu/vous). Later introduce gender</li></ul>	



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	<p>agreement for adjectives and discuss the variation in complexity amongst languages.</p>	
<p>To develop children's speaking and listening skills.</p>	<ul style="list-style-type: none"><li>• Focus all language learning on listening and repetition to begin with, developing from whole class to small group and peer-peer work. This can then lead to unprompted use of familiar phrases.</li><li>• As vocabulary and grammatical structures become more familiar, children can then rehearse reading out loud or use written prompts to assist in their conversations.</li><li>• Make use of recordings of native speakers (from Salut for example) to develop children's ability to listen to and understand vocabulary they have already learnt and spoken themselves.</li><li>• Use guided paired conversations with feedback to teacher, class or group in order to ensure and/or support comprehension.</li></ul>	<ul style="list-style-type: none"><li>• Observations and teachers records will show that children are able to reproduce sound which are demonstrated to them, that they are able to learn and make use of familiar phrases and that they can engage in brief conversations supported by appropriate resources.</li></ul>