



Weare Academy C of E First School

Statement of Intent for Modern Foreign Languages

Our School Vision

All Can Achieve

Everyone is valued and respected

Relationships grow through kindness and compassion

We appreciate the importance of forgiveness

We recognise and are thankful for the opportunities we have

We are responsible for making the most of ourselves, each other and the world around us

Intent

At Weare First School Academy we endorse the Government's commitment to increasing the nation's languages capability, set out under the guidelines of the New National Curriculum.

The cornerstone of the Languages Curriculum is to enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and writing. Teaching a Modern Foreign Language should also provide opportunities for pupils to communicate for practical purposes, learn new ways of thinking and to also open up different paths to learn a multitude of languages. Through deepening pupils' understanding of language and culture of other countries they can widen their understanding of the world. At Weare, we believe in early language exposure as a method of strengthening our children's understanding of languages, in the hope that this ignites an interest in future learning and use of the languages.

Implementation

French is a compulsory subject from Year 3, but a scheme of learning exists from Reception, and up to Year 2 pupils are taught basic greetings and numbers in a 'drip feed' approach by their class teacher.

In Years 3 and 4 French teaching is delivered creatively and effectively by a specialist teacher, following the planning and support from the iLanguages and Early Start schemes and other various resources. In both these year groups pupils receive a 1 hour French lesson per week in a discrete timetabled slot.

Children are taught to listen intently to spoken language and respond, and pronunciation skills are specifically taught at an age-appropriate level. Furthermore, learners are encouraged to develop an appreciation of a variety of stories, songs, poems and rhymes in French that are delivered throughout the curriculum.

In the Summer Term, Year 4 pupils practise French in a real-life context in a cross phase French Café Project, in which Year 7 pupils at Hugh Sexey act as waiters, waitresses and French teachers and Year 4 pupils order food and drink in French, participate in a French lesson and a French food quiz.

Impact

Pupils' written work is recorded in a designated French book which spans both Years 3 and 4.

An assessment map is in place and pupils are assessed in 1 or 2 of the 4 key skills of listening, speaking reading and writing once per term. Results and completed tests are retained and a record is made of which pupils are at, above or below ARE.

Progression is achieved through liaison with MFL staff at Hugh Sexey to ensure that pupils continue to build on the progress they have made.