

Hambleton Primary School Subject Position Statement – Overview

Subject : MFL – French

Leader: Georgia West

Curriculum Intentions & Impact: To equip our children with a broad range of knowledge, skills & qualities to become successful and responsible learners, ready for the next stage of their education. We achieve these through developing learning values across all aspects of a curriculum that is cohesive, progressive & relevant.

Throughout their Languages learning at Hambleton, pupils will be supported to develop their communication skills, including the key skills of speaking and listening, as well as extending their knowledge and understanding of how language works. Providing opportunities to learn languages provides children with a more in-depth understanding of the world around them, including the crucial role that communication plays within this.

Pupil Outcomes: Pupil outcomes will be monitored through:

- Planning scrutiny - check for coverage against long-term overview. Planning should show progress within languages and build on previous years learning (Year 4 onwards). Check progression against Progression of Skills document.
- Evidence Monitoring - check for consistency of work against planning. Check that skills learnt are evidenced in the work produced.
- Pupil conferencing – Do children feel they are progressing with their Language skills and is it engaging? Are they able to verbalise their learning and what skills/knowledge they have gained from their learning?
- Observations of Languages lessons – are the children taught key objectives? How is the progression between lessons?
- Opportunities to apply language learning – e.g. Creating a French café during café unit.

Coverage:

Due to the split-class structure, Early, Intermediate, Progressive and Core vocabulary has been taught in different sequences to ensure children are provided with a rich language learning experience. Wherever possible, links have been made with class or science topics to enrich the children’s learning experiences. Language Angels is used to support teachers in delivering high quality language teaching, enabling children to access both oral and written tasks using the target language, French. Coverage has been carefully mapped to ensure children are exposed to all elements of the NC programme of study to enable them to develop their perception of themselves as global citizens.

Sequencing & Progression:

Languages are taught throughout Key Stage 2. Although Reception and Key Stage 1 are not required to teach specific MFL content, they may choose opportunities to expose children to nursery rhymes or songs in other languages. In Year 3 and 4, children will be taught through Early and Intermediate language lessons, while also having Core phonics lessons during the first half term to build their confidence. In Year 5 and 6, children will be taught through Intermediate and Progress language lessons, while also have a Core phonics lesson in the first half term to revisit this knowledge. Where possible, connections have been made between the Languages provision and other areas of

Areas of Development (Success Criteria & Evidence):

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classroom learning. For example, during the Greeks topics in Year 5 and 6, they will spend time learning language relevant to the Olympics.

Quality of implementation:

Key Next Steps: