

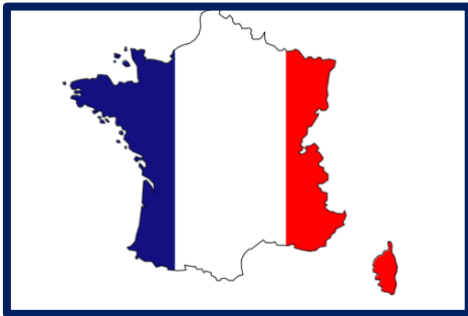


**Subject lead: Kathryn Mayle (SENCO)**

**Link Governor: Claire Smith**

I'm Mrs. Mayle and I lead Modern Foreign Languages (MFL) at Great Easton Primary. I love to travel and have enjoyed learning to speak both French and Spanish.

Learning a foreign language can inspire a greater understanding of language generally, other cultures and the world.



At Great Easton Primary School, it is our intention to deliver a high-quality MFL education that provides children with the foundations to enjoy learning and experiencing languages throughout their lives. Our curriculum supports children to develop their vocabulary, understanding and speaking and listening skills as well as reading and writing in a foreign language.

We will ensure that all children are exposed to high quality teaching and learning experiences. These will hook the children's interest, enabling them to develop a sense of excitement and curiosity about other languages and cultures. They will be encouraged to ask questions about the world and work collaboratively to further their understanding and spoken language.

All children will be provided with a broad and balanced MFL curriculum which reflects the equality and diversity policies and practices in school.

In line with the National curriculum, we ensure that our children:

- ♣ understand and respond to spoken and written language from a variety of authentic sources
- ♣ speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- ♣ can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- ♣ discover and develop an appreciation of a range of writing in the language studied.



## How are Modern Foreign Languages taught at GEPS?

At Great Easton we teach French as our modern foreign language. We utilise the primary language network scheme of work. Lessons are taught weekly in year group classes. Planning for French is robust to ensure full coverage and clear progression of language skills, with a clear focus on oracy.

More about the Primary Language network lessons that we deliver can be found here.

<https://primarylanguages.network/premium-plus>



Our aim is to develop the confidence and competence of each child in their French language learning. Our goal is for them to be passionate, curious and confident about their own foreign language abilities when they finish the primary school phase of their education.

We will help them develop and demonstrate substantial progress in the 4 key language skills necessary for learning French:

- Speaking
- Listening
- Reading
- Writing

## Progress over 4 stages in the core skills

(listening, speaking, reading and writing in a primary foreign language)

Core skills of learning				
	Listening	Speaking	Reading	Writing
Stage 1	Can understand <b>a few familiar</b> spoken words and phrases.	Can <b>say/repeat a few words and short simple phrases</b> and would be understood by a sympathetic native speaker. <a href="#">CLICK FOR EXAMPLE STUDENT</a>	Can recognise and <b>read out a few familiar words</b> and phrases.	Can <b>write or copy a few simple words</b> or symbols as an emergent writer of the target language.
Stage 2	Can understand <b>a range of familiar spoken phrases</b> and is able to listen for specific words and phrases.	Can <b>ask and answer simple questions and give basic information</b> . Can pronounce familiar words and some new words accurately. <a href="#">CLICK FOR EXAMPLE STUDENT</a>	Can <b>understand simple written phrases</b> . Can match sounds to familiar written words.	Can <b>spell some familiar written words and phrases accurately</b> and write simple sentences with limited mistakes so that the message is understood.
Stage 3	Can understand <b>the main points from a series of spoken sentences</b> (including questions.) May require some repetition.	Can <b>ask and answer simple questions on several topics and can express opinions</b> . Can take part in brief pre-prepared tasks such as short presentations and role plays. <a href="#">CLICK FOR EXAMPLE STUDENT</a>	Can <b>understand the main point(s) from a short, written passage in clear printed script</b> . Can use bilingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words.	Can <b>write two or three short sentences as a personal response</b> , using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.
Stage 4	Can understand <b>the main points and some detail from a short, spoken passage</b> with comprising of familiar language.	Can <b>take part in a simple conversation and can express simple opinions</b> . Generally accurate pronunciation (to a sympathetic native speaker). <a href="#">CLICK FOR EXAMPLE STUDENT</a>	Can <b>understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account)</b> . Can use a bilingual dictionary to access unfamiliar language.	Can <b>write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs</b> in the present tense on a familiar topic using reference materials, support if necessary.

## SEND, disadvantaged and Higher Potential Learners (HPL)

Lessons and activities are planned to include and extend all children by utilising a range of approaches. For children on the Special educational needs and disabilities (SEND) register this may include child specific support, use of equipment to support learning, and mixed ability grouping to develop peer teaching. Assessment for learning, carried out by the class teacher, will support the identification of children working at different abilities and teaching and support will be adapted in line with this.



Identified disadvantaged learners are viewed as individuals and it should never be assumed that all disadvantaged pupils face similar barriers or have less potential to succeed. Staff work to identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations.



Higher Potential Learners (HPLs) within French demonstrate strengths and skills such as, an aptitude for developing an extensive knowledge of French vocabulary, an ability to link French phrases and words together to be part of a reciprocal conversation in French and exceed the expectation of written French within lessons. Through discussion as a staff team, children who embody these strengths and skills may be added to the HPL register. To further extend these learners opportunities are sought to take part in activities and enrichment trips and visits.

