

Intent

Children and families at Christ Church speak many, many different home languages and we celebrate, value and utilise this through introducing children to ‘tasters’ of different languages from the very beginning of Reception through activities such as children’s ‘week in the spotlight’ presentations, learning to answer the register in different languages and learning in classes and assemblies in preparation for a range of school events which celebrate the diversity within our school.

Our curriculum provision for Modern Foreign Languages begins in Year 2 where our intention is to capitalise on the thinking behind critical age theory by introducing basic French before the statutory age detailed in the National Curriculum. We hope that all children will enjoy learning a new language and go on to develop a curiosity and a desire to learn more while they are at an age when they are less self-conscious about mispronunciation and attempts at a correct accent. In Key Stage 2 we seek to maintain this enthusiasm as well as ensuring all children receive the entitlement as set out in the National Curriculum. In collaboration with our specialist teacher, our topics are devised and organised to ensure that children’s knowledge builds over time with opportunities for the children to use vocabulary and grammar previously learnt in linked topics later on. Through learning another language, we also aim to develop the children’s skills in listening, speaking, reading and writing in both French and in English as there are strong literacy links in this curriculum area.

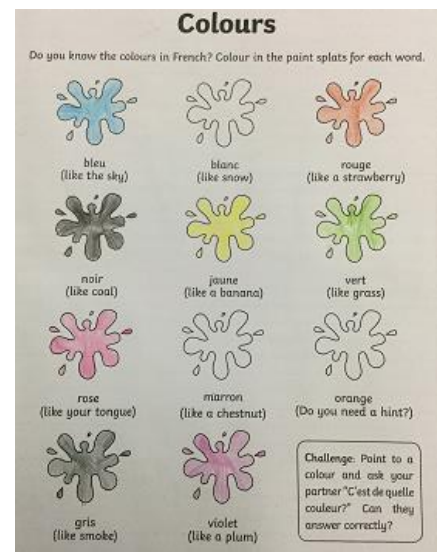
We recognise that alongside learning French, the children should learn about French culture, France and other Francophone countries. The National Curriculum highlights the opportunities learning another language can provide in terms of studying and working abroad. Through both learning about the intercultural aspects and learning basic French itself, we endeavour to address the disparity in cultural capital which may exist between children in our school. All children are given the opportunity to experience success in learning a different language and this, in conjunction with our strong careers programme, develops children’s knowledge and aspirations about exciting future opportunities both at home and abroad.

Our long-standing commitment to the employment of a specialist teacher for French ensures children throughout Key Stage 2 receive consistently high-quality teaching. Specialist teaching also ensures:

- correct accent and pronunciation
 - adaptation of the curriculum in line with the needs of varying cohorts
 - a good knowledge of each child which grows as children move through the school
- A range of enrichment opportunities are provided, for example dual language story books available in class book corners, events which celebrate culture and languages, songs linked to the topics children learn and after school languages clubs.

Implementation

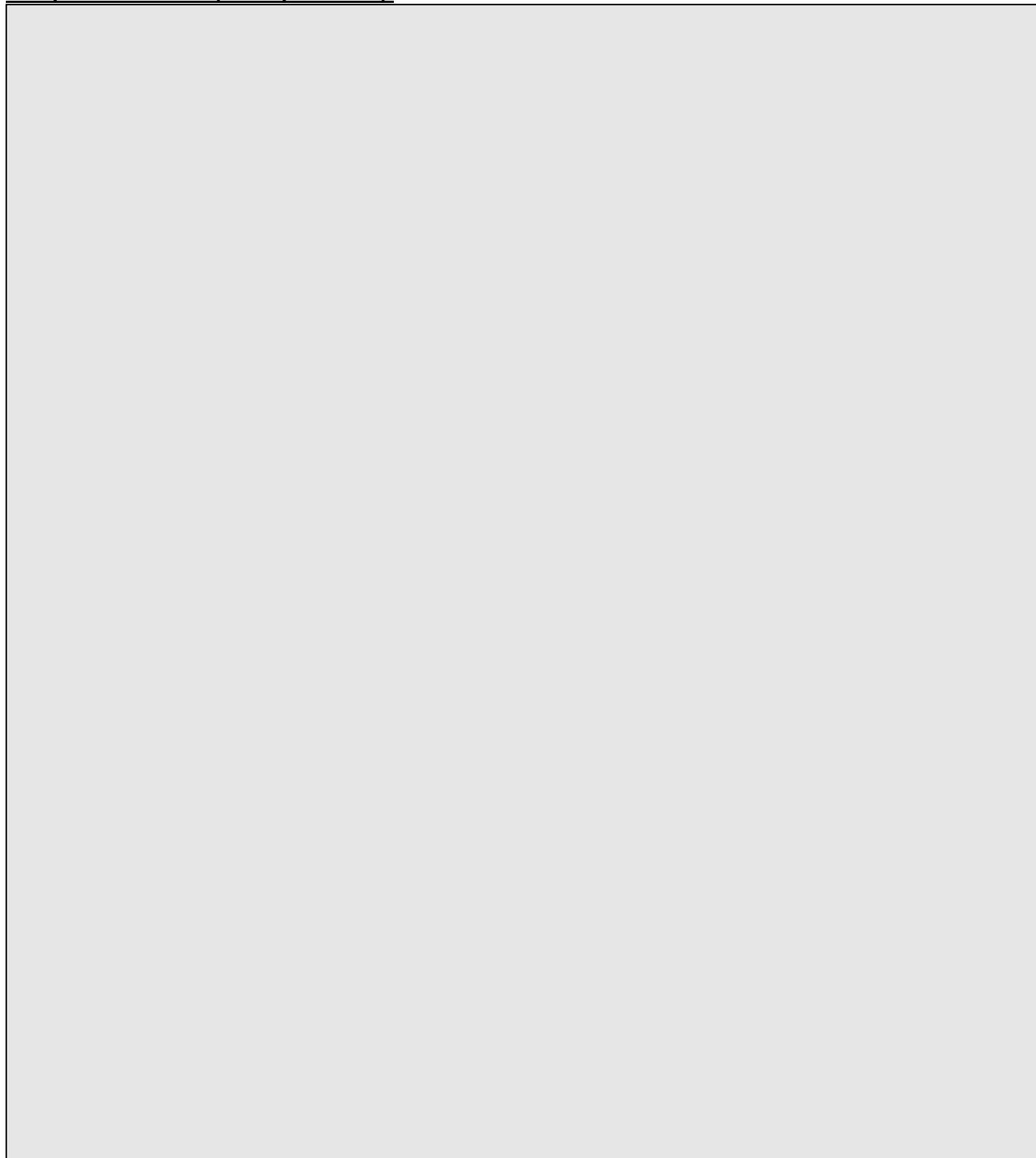
- Taught by a specialist teacher, employed through an outside agency
- Weekly lessons for Year 2, Year 3 and Year 4. Weekly lessons for half the year for Year 5 and Year 6.
- Ongoing assessment by our specialist teacher, with end of year assessments against key learning reported to parents in annual reports.
- Recent languages enrichment activities have included, at various times, after school French, Spanish and Mandarin clubs and a range of linked international events. Children often share their learning in French in class assemblies.
- Children are provided with a taster of learning different languages in Reception and Year 1, focusing on sharing the languages spoken in children’s homes. There is a non-statutory introduction to basic speaking and listening in French in Year 2 and then French is taught progressively through KS2.
- Where children are already confident French speakers, extension work, usually higher level reading or writing tasks in French, is provided, and children also use their skills to model to others.
- Skills are taught progressively through KS2 in the four areas of speaking, listening, reading and writing, with a focus on the three pillars of curriculum progression: phonics, vocabulary and grammar. Content, including the related vocabulary and grammar is returned to and built upon throughout KS2 to revise and consolidate children’s learning from previous years.
- Children have a French book which stays with them throughout KS2 to record their work and learning.
- Lessons include speaking and listening opportunities, games, songs, stories and the use of online resources as well as opportunities to read and write in French at the appropriate level (written opportunities from Y3 upwards).
- Links are made to English grammar where ever it is relevant (and to children’s other home languages)



Impact

- Children leave our school understanding the importance of learning another language and confident to have a go at learning this vital skill (whether it be starting a new language at secondary school or continuing with French).
- Children feel that their wide-ranging home languages are valued (currently 30 different languages are spoken across the school).
- Children develop a basic understanding of French, at least in line with the national curriculum expectations, and can apply phonics skills, grammar and vocabulary they have learned in basic reading, writing, speaking and listening tasks.

Last year's standards (three year trend):



Last year's key developments and successes in 2022/23:

1. To continue to work with the specialist French teacher (and their agency) to refine our planning, progression and assessment documents in the light of the Ofsted research review. These refinements are to have a particular focus on ensuring all children and staff have a clear focus on key learning and end points for each unit and that agency topic-based planning is aligned with the three pillars of progression in the curriculum (phonics, vocabulary and grammar).

All children continue to make good progress in French, learning and remembering more of the key phonics, vocabulary and grammar concepts. Key learning and end points are well known by all staff and children.

Target partially achieved, to be continued and developed in 23/24

Formal and informal meetings took place between curriculum leader and specialist teacher to discuss curriculum, Ofsted research review recommendations, progression documents and resources. Refinements were made to curriculum progression and teaching resources. In general, children made good progress and end of year standards continued to be positive. Aim to continue further liaison to ensure agency curriculum and teaching continues to align with school expectations and best practice.

2. To continue to provide support for specialist French teacher by increasing the knowledge of the curriculum and involvement in teaching of class teachers.

Class teachers' understanding and involvement is increased with a positive impact on pupil progress, with a particular focus on engagement and progress of SEN, disadvantaged and boys.

Target achieved, focus on boys' engagement and progress to be continued in 23/24

Class teachers (and class TAs) were present and participating in French lessons to support pupil progress and build specialist teacher's awareness of individual needs. This was successful in building engagement and teachers' understanding of French curriculum and teaching. Continued focus on boys' progress in 23/24.

3. Continue to explore and implement enrichment activities so that languages learning and skills are further enriched and valued across the school.

All children continue to see the value in learning other languages and those who speak another language continue to feel this is valued and celebrated.

Target achieved, but activity to continue and be developed in 23/24

French teaching, especially in Year 2 and Year 3, was enriched effectively with story and songs and this has built and increased throughout the year through discussion with specialist teacher. Individual 'be the expert' presentations gave pupils the opportunity to share language skills with classes. International element of school community celebrated and represented as part of wide Friends community events.

Key actions moving forward (development priorities for 2023/24)

Target and <i>intended outcome</i>	Planned actions (including dates where applicable)
<p>1. To continue to work with the specialist French teacher (and their agency) (linked to possible review and change of staffing) to continue to refine our planning, progression and assessment documents. These refinements continue to have a particular focus on ensuring all children and staff have a clear focus on key learning and end points for each unit and that agency topic-based planning is aligned with the three pillars of progression in the curriculum (phonics, vocabulary and grammar).</p> <p><i>All children continue to make good progress in French, learning and remembering more of the key phonics, vocabulary and grammar concepts. Key learning and end points are well known by all staff and children.</i></p>	<p>Termly liaison between French specialist teacher and curriculum leader to discuss curriculum, pupil progress and resources.</p> <p>Continue refinements to curriculum documents and teaching where necessary.</p>
<p>2. To continue to provide support for specialist French teacher by increasing the knowledge of the curriculum and involvement in teaching of class teachers, with a particular focus on engagement and achievement of boys.</p> <p><i>Class teachers' understanding and involvement is increased with a positive impact on pupil progress, with a particular focus on engagement and progress of boys.</i></p>	<p>Class teachers (and class TAs) to be present in French lessons</p> <p>Aut - sharing of French data with class teachers to provide background to focus on engagement and progress of certain groups.</p> <p>Mid-year – review engagement and progress of all pupils, identifying those for any additional support.</p>

<p>3. Continue to explore and implement enrichment activities so that languages learning and skills are further enriched and valued across the school, in particular through pupils' individual presentations and opportunities for exchange/sharing activities</p> <p><i>All children continue to see the value in learning other languages and those who speak another language continue to feel this is valued and celebrated.</i></p>	<p>Autumn term 2023 – ‘what’s special about me’ individual presentations: encourage children where relevant to share their language skills for their presentation and for this to be celebrated and reinforced in class.</p> <p>Spring term 2024 onwards – investigate additional after school language clubs</p> <p>Throughout year – explore opportunities with Friends association for international element to their community events and publicise other events, such as Church international event</p> <p>- explore opportunities to link with classrooms abroad to develop language and inter-cultural learning</p>
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Approach to assessment in French

Ongoing assessment

Our specialist teacher, alongside class teachers and teaching assistants who know the children well, support all children to participate in a range of engaging and accessible French learning activities. Ongoing, formative assessments are made all the time, with teachers and teaching assistants adapting the support, resources, groupings or scaffolding provided within the lesson and for the next lesson. These ongoing assessments inform adaptations to the lesson and planning and for following sessions.

Summative assessment

Key learning has been identified for each year group and is assessed against at the end of the year and reported to parents in end of year reports. This data is analysed (above) to look at whole school trends and identify any improvement priorities.

Adaptive teaching case studies

Most pupils with SEND or additional individual needs can fully access our MFL (French) curriculum without specific adaptations to teaching – this is particularly effective due to the emphasis on speaking and listening activities which form a large part of the teaching and the repetitive nature of the vocabulary learning.

This is one case study where small but specific adaptations have supported pupil progress:

- Pupil in KS2 with communication and interaction individual needs who finds it more challenging to work with others on a learning activity. This pupil is supported by a TA or class teacher to take part in partner work, either with a peer or with a staff adult, or the activity is adapted so that it can be practised on their own or in written work, where appropriate.

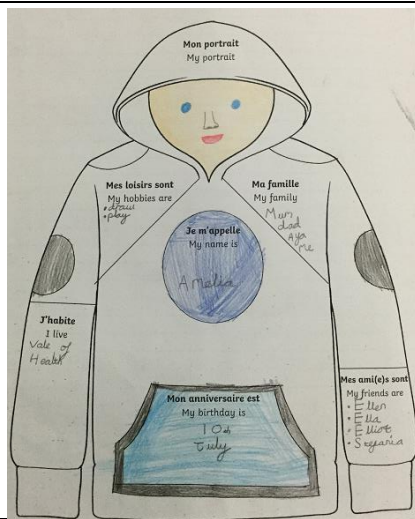
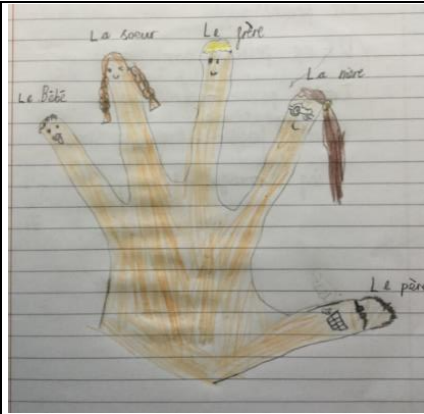
It should be noted that teaching is changed for pupils who are already confident French speakers with additional higher level reading and writing activities taking place as well as these pupils supporting others as models of spoken language.

Ofsted curriculum research review – summary and response/reflection

The Ofsted curriculum research review for languages (June 2021) reviews a wide range of relevant educational research into both primary and secondary languages teaching and highlights features which may be present in high-quality languages education. See the Autumn 2022 MFL report for a summary and our response to the report.

Progression in learning through KS2 – range of examples from 21/22 and 22/23

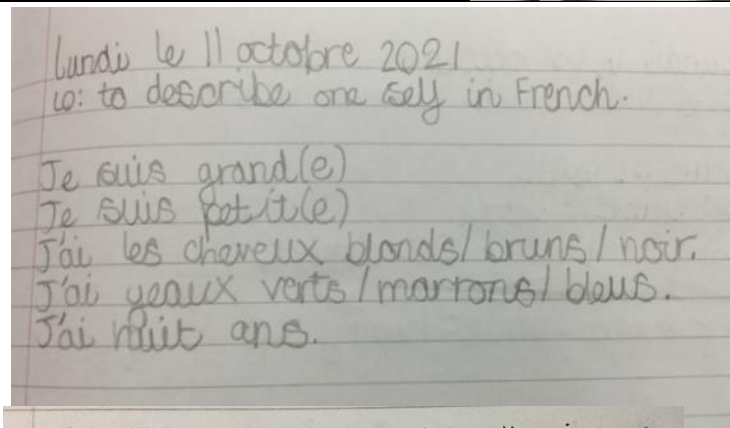
Progression in vocabulary and grammar related to describing self and others



Year 3

Vocabulary for family members

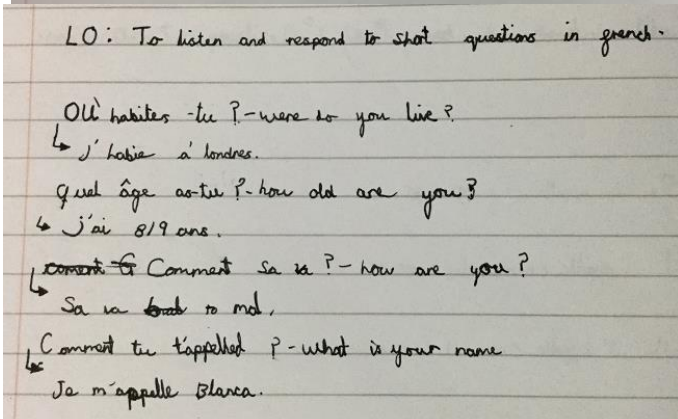
Initial responses to French questions in English



Year 4

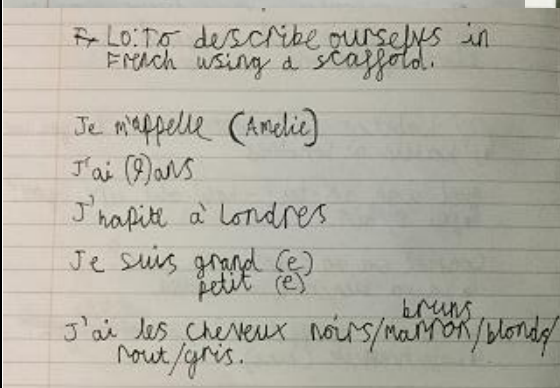
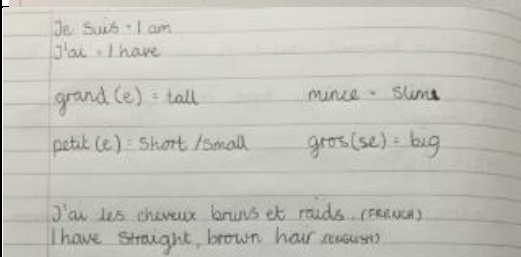
Simple sentences to describe oneself


Notes for oral work responding to questions about themselves in French



Year 5

Recap key vocabulary (I am, I have)
Recap and build on descriptive vocabulary
Begin to describe others using correct verb conjugations






Voici Jacqueline Wilson. Elle est écrivaine. Elle a 77 ans. Elle est les cheveux gris et courts. Elle porte des lunettes. Elle a les yeux marron.

1) Elle est grande et mince. Elle a les cheveux bruns et longs.

2) Il est grand et mince. Il a les cheveux noirs et courts.

3) Elle est petite et grasse. Elle a les cheveux bruns et courts.

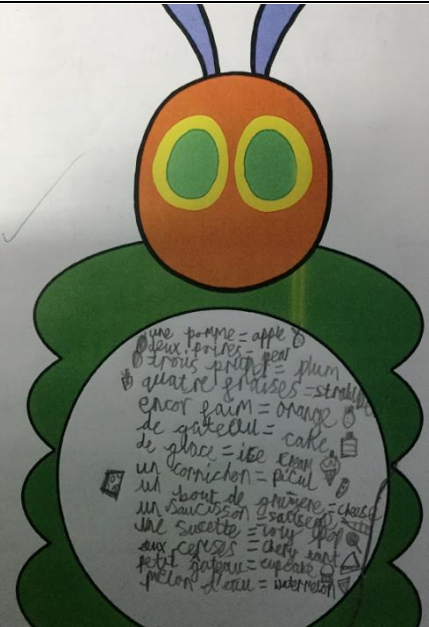
4) Il est petit et gros. Il a les cheveux bruns et raides et courts.



Year 6
Recap of descriptive vocabulary to describe oneself and others

Using the same grammar feature in different topics – recap of learning

Year 3 – using stories (Hungry Caterpillar) to learn food vocabulary and recap numbers. Both areas of learning to be built on in more complex sentence constructions below.



une pomme = apple
deux poires = pear
trois prunes = plum
quatre fraises = strawberry
encore pain = orange
de gâteau = cake
de glace = ice cream
un cornichon = pickle
un bout de guimauve = chocolate
un saucisson = sausage
une sucette = lolly pop
aux confitures = jelly sandwich
petit gâteau = cupcake
pilon d'eau = watermelon

Lundi 10: To learn how to say "I like" and "I don't like" in French.

J'aime = I like
 Je n'aime pas = I don't like
 J'adore = I love
 Je déteste

Faire du shopping = going shopping
 chanter = singing
 Aller à l'église = go to church
 Regarder la TV = watching TV
 Sortir avec mes amis = having fun with friends

Lire = Read
 L'équitation = horse riding
 Écouter la musique = listening to music

Year 4 –
 learning how to say I like, I don't like – beginning to use ne pas construction

LI: To give a description about food in French.

parce que = because
 C'est = it is
 Ce sont = they are

J'adore le croissant parce que c'est sucré.
 J'aime les pâtes parce que ce sont aigre.
 J'aime les œufs parce que ce sont sucré.

J'aime = I like
 J'adore = I love
 Je n'aime pas = I don't like
 Je déteste = I hate

J'adore cuisiner parce que c'est amusant.
 Je n'aime pas faire du shopping parce que c'est intéressant.
 J'aime jouer au foot parce que c'est amusant.
 Je n'aime pas écouter la musique parce que c'est fatigant.

Year 5 – Building on how to say I like/I don't like with 'parce que' (because) and reasons

LI: To express opinions about food in French.

Je déteste le poisson
 Je déteste le poulet
 J'aime le gâteau
 J'aime le lait
 J'aime le jambon
 J'aime les pâtes
 Je n'aime pas la glace
 Je n'aime pas le fromage
 J'adore les pâtes
 J'adore le lait

Year 5 – Building on how to say I like/ I don't like using 'mais' (but) (using food vocabulary)

LI: to express our opinions about fruits and vegetables in french.

J'aime la banane, mais je n'aime pas la pêche.
 J'aime la pomme de terre, mais je n'aime pas la tomate.

MAIS = BUT

J'adore la banane, mais je déteste le poivron.
 J'adore le concombre, mais je déteste l'oignon.
 J'adore le brocoli, mais je déteste l'orange.

Combining and building on previous learning

Il est sept heures
 Il est huit heures
 Il est neuf heures
 Il est dix heures
 Il est onze heures
 Il est midi
 Il est minuit
 Il est trois heures et demie
 Il est midi et demie
 Il est minuit et demie
 Il est cinq et quart

A quelle heure tu prends le petit-déjeuner? Je prends le petit-déjeuner à 7 heures. Et toi?
 A quelle heure tu prends le dîner? Je prends le dîner à 6 heures.
 A quelle heure tu prends le goûter? Je prends le goûter à 4 heures.

Year 4 Beginning to tell the time (including use of numbers previously learnt in Year 2 and Year 3)

Year 6

Paragraph introducing themselves – combines descriptive features (see examples above), adjective use, reflexive verbs, time

Je m'appelle Agnes. J'ai dix ans et mon anniversaire c'est le ^{vingt} huit avril. J'ai les cheveux blonds. J'ai les yeux bleus. Je me réveille à six heures et je me brosse les dents à six heures et quart. Je me couche à huit heures.

- Se brosser les dents → Je me brosse les dents.
 (I clean my teeth)
 - Se doucher → Je me douche
 (I shower)
 - Se réveiller ~~se~~ réveiller → Je me réveille
 (I wake up)
 - Se lever → Je me lève
 (I get up)
 - Se laver → Je me lave
 (I wash)
 - S'habiller → Je m'habille
 (I dress)
 - Se coucher → Je me couche
 (I go to bed)

Year 5

Common reflexive verbs for routines

Pupil voice: Autumn 2023 – children from Y2, Y3, Y4, Y6

All children could explain what they had been learning this year in French. They could recall specific learning from their books and work, for example:

Year 6: We have learnt how to tell the time in French, to the hour and with half past and quarter hours

Year 4: We have revised how to introduce ourselves and learnt how to introduce our friends and say what they are like and what they like to do

Children could describe how their learning is building on learning in previous years:

Year 6: In Year 2 and Year 3 we learnt the numbers in French. Now we need the numbers to help us tell the time.

Year 4: Learning the Hungry Caterpillar last year gave me more vocabulary for food. We are using the food words to say what we like and don't like.

Children could describe a range of ways they are helped to remember their learning, for example

- games, including phonics games, hangman or 'what's the time Mr Wolf?'
- taking the learning outside the classroom for games in the hall, for example
- stories in French, such as the Very Hungry Caterpillar
- singing songs in French
- recaps at the beginning of lessons

Key points for discussion with governors about this report

- Ongoing commitment to a specialist teacher for French and the impact of this; possible review of staffing going forward;
- Commitment to class teachers supporting French teaching and learning;
- Ways we enrich our languages teaching and learning and plans for further development in this area;
- Successful introduction of French books to record work over the past few years, which children keep throughout KS2 and which support children to refer back to and use previous learning;
- Examples of work shared in this report to talk through to describe progression model and how this aligns with features described in Ofsted curriculum research review.