

ASAT MFL Intent, Implementation and Impact

Through each topic, children's knowledge and skill base grows bigger and broader.

Children begin to develop

an awareness of spelling

patterns within their

target language.

Children show curiosity about different languages and cultures and enquiring minds, asking questions about why a words and sentences are structured the way they are, and how this differs from their own language.

Impact

Children are able to access work at at least age related expectations, and they are prepared for future learning as linguists at secondary school by the time they leave primary school.

Language Angels scheme is used to deliver French lessons. Children acquire banks of vocabulary organised around topics. Development is progressive, as children build on previous knowledge from units already studied.

As children become more

confident in the

pronunciation of words,

spelling Is examined more

closely and comparisons

made with their own

language. Children are

encouraged to discuss the

similarities and differences in

spellings, and anything they

find surprising or puzzling.

Implementation

Pictures, videos, singing activities, games and art are used to peak children's curiosity and excitement for language learning. Range of formative and summative assessment strategies to assess children's knowledge and understanding of both vocabulary and grammatical structures.

Children are encouraged and supported to develop speaking and listening skills through conversational work, singing and

games Early learning units will start at basic noun and article level and will teach children how to formulate short phrase. As children move on to progressive units, they are

> Children are exposed to a wide range of authentic texts Including stories, posters and leaflets, menus and timetables. They are encouraged to draw upon their knowledge and understanding of both vocabulary and grammatical structures to Identify key Information.

challenged and exposed to

much longer texts.

Children are able to formulate whole sentences both orally and within their written work. They are ready for the challenges at secondary school level, requiring them to write at greater length within their target language.

Children formulate

their own, more

personalised

responses based on a

much wider bank of vocabulary, linguistic structures and

grammatical

knowledge.

Children understand increasingly complex sentences and they are able to formulate a response. They can provide not only facts, but their own views and opinions.

Intent

The intention of the Modern Foreign Languages (MFL) curriculum Is that all children are taught, in enjoyable and stimulating ways, in order to:

- Develop an interest in learning other languages
- Develop confidence and creative skills within their target language (French)
- Develop curiosity about all languages
- Appreciate the diversity of cultures that exist across continents in today's world and empathise with the cultural identities of others.
- Develop a growing awareness of their own cultural identities and their place within the wider world.
- Embed and build upon the skills of listening, speaking, reading and writing
- Use these skills to use and apply their French learning in a variety of contexts.
- Lay the foundations for future language learning.

Whole-school MFL events such as 'Around the World In 80 Minutes' designed to provide children with opportunities to learn basic words/greetings in other languages, Identify countries on a world map or globe and learn about art, music, food and traditions within other countries and communities.

Basic greetings and daily menu Items In other languages are Introduced during registration.

Children demonstrate an increased cultural awareness, and empathy towards those with beliefs. traditions and languages that differ from their own.

Children become confident linguists and acquire transferrable skills, so that they are ready to learn any language they may encounter in the wider world.