



# Swallowfield Languages Triple i Statement

**‘To learn a language is to have one more window from which to look at the world’ – Chinese Proverb**

## Intent

(What we want to achieve)

Our main objective in the teaching of French at primary school is to promote the early development of linguistic competence. To accomplish this, we aim to enable children to:

- Familiarise themselves with the sounds and written form of French.
- Develop particular language-learning skills.
- Begin to understand French and communicate in it.
- Make comparisons between French and English.
- Increase their awareness of French culture through learning about France and its people, and working with materials from French-speaking countries and communities.
- Develop a positive attitude towards the learning of foreign languages in general.
- Use their knowledge of French with growing confidence, both to understand what they hear and read, and to express themselves in speech and writing.

## Implementation

(How we are going to do it)

### Teaching and Learning

We recognise that language learning helps children through listening, speaking, and interacting, to:

- Learn about language (using literacy, i.e., reading and writing in French).
- Learn about and compare different cultures (inter-cultural understanding).

We follow the guidance material in the ‘National Curriculum Non-Statutory Guidelines for MFL at Key Stage 2’, adapting it to the context of our school and the abilities of our children. We focus primarily on listening and speaking skills, with reading and writing skills developed as children progress.

We use the Language Angels scheme as our structured approach to teaching French, and we incorporate a multi-sensory and kinaesthetic approach to enhance memory retention. This includes introducing a physical element into some of the games and activities.

A variety of techniques are used:

- Games, role-play, and songs (particularly action songs) to reinforce new vocabulary, along with mime and drama.
- Use of puppets and soft toys to demonstrate the French language.
- Listening to recordings, native speakers, and using interactive ICT programmes.

We aim to make lessons enjoyable and engaging to develop a positive attitude towards the learning of French. Constant praise is given to all contributions, no matter how tentative, to build children's confidence.

## **Impact** (Evaluation of success)

### **Assessment**

We assess the children's progress informally during lessons, evaluating progress against:

- AT1: Listening and responding;
- AT2: Speaking.

Additionally, we assess their progress during the Year 6 Normandy trip, where students have the opportunity to use their French skills in a real-life setting.

### **Differentiation – More Able and SEND**

We allow for differentiation by:

- Using peer support by partnering pupils of differing abilities.
- Setting common tasks which are open-ended and can have a variety of responses.
- Providing resources of different complexities, matched to the ability of the child.

### **Recording and Reporting**

Teachers record children's progress in French and report on it in their written yearly report to parents.