

MFL Intent, Implementation, Impact statement

Intent:

Pupils in KS1 are introduced to modern languages through the repetition of simple vocabulary. This familiarises them with sounds that are not used in spoken English, such as “oi” making the “wah” sound in roi (king). It also creates an interest in vocabulary as they discover cognates such as “orange” and “football”.

In KS2 pupils build on the basic vocabulary and focus on 4 core areas of language. phonics, verbs, vocabulary and cultural similarities and differences. Themes are taught each term which build on prior knowledge such as learning numbers 1-31 and revisiting these when learning to say the date. Pupils are explicitly taught language structure and phonics to enable them to make links in key stage 3 and pronounce new words with confidence.

The curriculum is designed to ensure that pupils compare and contrast French culture and values with British values, which is a core thread throughout the curriculum.

Implementation:

The long term plan sequences units of learning so that pupils revisit prior learning. The plan follows [Early Start French](#) which provides detailed medium term plans.

Early start units detail key vocabulary and support teachers to pronounce words accurately. Phonetic knowledge is broken down, so that pupils begin to recognise how to pronounce phonemes and digraphs i.e. In “Monsieur” the “on” is silent.

The medium term resources have video footage of French life enabling pupils to make clear comparisons between the two countries and societies. Videos also provide examples of French spoken by native speakers including children.

Short term plans support teachers to adapt the resources to ensure all pupils can access the language. Pupils study French for at least 30 minutes weekly and language is revisited during the week in general conversation to reinforce vocabulary acquisition.

Throughout Key Stage 2 pupils are supported to find similarities and differences in languages, recognising that some French letters have accents, and the etymology of words. For example, the use of “chic” in English.

Impact:

Through the study of etymology, pupils develop their knowledge of the English language and become more aware of how to build links. Through regular comparison of cultures, they build a broader knowledge of British values and cultural diversity. Pupils are prepared for the next stage of their education at KS3 through a broad experience of vocabulary, phonics, simple verb application and cultural references.