

French at Hazeldown



Subject intent (The 'why')

"A different language is a different vision of life" (Federico Fellini)

Why teach it?

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. Through our high-quality MFL education, focusing on French, we aim to foster pupils' curiosity and deepen their understanding of the world. We aim to enable pupils to express their ideas and thoughts in another language, whilst developing their understanding of other cultures equipping pupils with the necessary attitude and outlook to study further languages or the option to live and work abroad.

National Curriculum aims

The national curriculum for languages aims to ensure that all pupils:

- 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.

Additional Hazeldown aims

The aims of Primary Languages teaching at Hazeldown are to

- foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils;
- stimulate and encourage children's curiosity about language and creativity in experimenting with it;
- support oracy and literacy, and in particular develop speaking and listening skills;
- help children develop their awareness of cultural similarities and differences;
- lay the foundations for future language study by pupils;
- provide an added perspective on first language teaching and learning;
- give an extra dimension to teaching and learning across the curriculum.

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Planned content – Key Stage Two

The National Curriculum for language aims to provide an appropriate balance of spoken and written language and aims to lay the foundation for further language learning at KS3. The teaching should provide an appropriate balance of spoken and written language and it should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding.
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- speak in sentences, using familiar vocabulary, phrases and basic language structures.
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- present ideas and information orally to a range of audiences.
- read carefully and show understanding of words, phrases and simple writing.
- appreciate stories, songs, poems and rhymes in the language.
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- describe people, places, things and actions orally and in writing.
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

The school's Scheme of Work (which is updated regularly) ensures that there is continuity and progression in both skills and content across all classes. When appropriate, languages are embedded with Cornerstones learning journeys as well as stand-alone language lessons. Languages are encouraged to be part of the day-to-day life of the school.