

# Askwith Primary School

## Modern foreign languages rationale

'Learning a language is 'a liberation from insularity and provides an opening to other cultures'. It helps to equip pupils with the knowledge and cultural capital they need to succeed in life.' (Ofsted 2021)

Our planning, teaching and assessment of the curriculum is informed by the nine principles of cognitive science (Daniel Willingham). This includes the 'must haves' or the end states in the pupil's mind and the 'could dos' or the teacher behaviours that alter the states in the pupil's mind. In French, we recognise the 'must haves' as the alteration to long-term memory that allows pupils to retrieve knowledge fluently, and to have a positive self-image as a learner. We recognise the 'could dos' as sequenced lessons in French of the essential knowledge; the explicit teaching of vocabulary, grammar and phonic knowledge which go hand in hand. The fundamental role of French at Askwith Primary School lies in enabling pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for pupils to communicate for practical purposes. It should foster pupils' curiosity and deepen their understanding of the world. (National Curriculum 2013). At Askwith Primary School, we believe that all pupils' education begins in Early Years.

'Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.' (EYFS Statutory Framework, 2021)

Our progression document shows the sequential steps of essential knowledge to be acquired from Reception to Year 6. Our intent is that the children know more, remember more and therefore do more. To this end, it is vital that building our pupils' characters so that they are responsible, respectful, resilient and robust is an embedded part of our ethos which permeates all aspects of our school and wider curriculum.

### Why this? Why now?

The whole school long term plan is designed in year groups, but can equally be used for mixed age classes. French is taught as part of a daily diet from EYFS to upper KS2 and then for 30 minutes per week in lower KS2 and 40 minutes per week in upper KS2.

The units of knowledge are deliberately chosen to enable pupils to build language knowledge which is relevant to them and which they could practise in real-life situations if visiting France.

## **Knowledge in French**

**Substantive knowledge** in French is based on the acquisition of the knowledge of how to listen, speak, read and write in the language.

## **SMSC in French**

Spiritual, moral, social and cultural attributes are developed in our pupils throughout the French curriculum.

**Spiritual** education in French is developed when looking at different traditions and cultures and appreciating how others live. Pupils have a sense of fascination when linking their own language to another language and exploring the new words and phrases. Pupils get excited about learning a new language. All pupils are at the same starting point and it allows them to build a foundation for their next step in MFL.

Their **moral** education in French is through their recognition of the importance of learning a MFL from another country to enable them to respect how difficult it is when people visit Britain and try to speak a new language. Pupils are learning to take the risk of making mistakes and appreciating that other pupils are attempting to speak another language.

**Socially**, French allows rich opportunities for pupils to interact socially and proactively use the target language either through pair or group work. Pupils are encouraged to use each other as a learning tool and develop social strategies for dealing with mistakes.

**Cultural** education in French allows pupils to begin to appreciate the similarities and differences between France and Britain.

## **Enhancements in French**

At Askwith School we have a carefully planned rolling programme of enhancements to ensure that all year groups are exposed to a wide range of opportunities that enhance children's knowledge and cultural capital in all subjects. For example, fluent French speakers are invited in to school to ensure that children are exposed to the fluency of the language and accurate accents.

## **French improvement priorities**

French will be monitored throughout 2023-2024 to identify any emerging priorities.

**Reviewed: September 2024**