FRENCH AT CEDAR PARK SCHOOL AND NURSERY

SUBJECT INTRODUCTION

MFL can often be a difficult challenge within a primary setting due to a lack of subject knowledge amongst the teaching staff.

At Cedar Park, we are lucky, in that we have some staff who learnt French to KS5 and we have also made links with external experts. Using Rigolo as our vehicle for success, children are exposed to all of the National Curriculum expectations of KS2 French in a fun and engaging experience.

INTENT

The aims and objectives of learning a modern foreign language at Cedar Park school are:

To foster an interest in learning other languages;
To introduce young children to another language in a way that is enjoyable;
To help children develop their awareness of cultural differences in other countries;
To develop their speaking, listening, reading and writing skills;
To lay the foundations for future studies.

TO IMPROVE, OUR PRIORITIES ARE:

- To ensure we have good quality French resources like bilingual dictionaries, flags and maps, that help bring the subject to life, and use them in an engaging manner.
- Create immersive experiences like a French Day celebrating European Day of Languages.
- Further CPD delivered by a leader of MFL at a local secondary school. This will be on how to engage children in French.
- Including opportunities for children to talk to their class about languages they speak at home.

IMPLEMENTATION

French is taught in blocks across the year. There are three blocks for every KS2 class. The blocks of learning allow the teacher and children to immerse themselves in the language for a period of time.

We emphasise the speaking and listening skills by starting with this in every lesson. To engage the children, this will often take the form of drama, role-play, games and songs. We also use ecoutez et repetez (listen and repeat) to refine French pronunciation.

Once the children have sound speaking skills, they are moved on to developing their reading and writing of the language. This movement onto the more complex skills can be taken at different paces for different children. When appropriate, children are encouraged to seek out their own relevant vocabulary using a French dictionary and use it in their writing.

More proficient French speakers are often used as models for the other children, demonstrating pronunciation, vocabulary and grammar.

STRENGTHS

- Consistency given through use of Rigolo
- Two members of staff with beyond KS2 level of written and spoken French
- Connection to KS3 French department at Holmer Green Senior
- A clear sequence of learning
- Giving children the opportunity to find and use vocabulary relevant to them within each unit – to support interest and recall
- Link to French Leader at a local secondary school
- Plenty of opportunities for oracy
- Logical pedagogy- start with speaking/listening before moving onto reading and writing.







CHILDREN WITH BARRIERS TO LEARNING

The way in which we teach French allows for teachers to decide when is appropriate to move on between speaking/listening, reading and writing of French. It may be that certain children need more of the speaking skills and this to embed before moving them onto the more abstract skill of writing in French.

There may be children who need additional scaffolding when writing. This could be through closed procedure work sheets and labelled images that can be referred to.

WORK WITH FRENCH EXPERTS

It is really important that we use experts in language when developing our children's French. We work with an MFL leader from a local secondary school, who has helped to develop the curriculum and with staff training.

We also invite KS3 children in from another local school. These children spend time teaching our Year 6 children, in preparation for secondary language. As we are a feeder school, this is a crucial part of their French learning journey.

SUBJECT ASSESSMENT

French follows the Cedar Park 5-Step Assessment Model. This allows for teachers to understand what children know prior to the unit of learning, be able to adapt the unit of learning based on outcomes of children and to ensure that children can consolidate their learning effectively.

Rigolo, the scheme we use, has assessments available for spoken and written French. These are used alongside formative assessment by the teacher during lessons.

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