


Reach for the Stars

MFL Intent:


At Oakridge, all children in KS2 will have the opportunity to develop positive attitudes and respect for languages and cultures other than their own through learning the language of French, in a range of contexts, with increasing competence and confidence. This exploration of language will take place through a variety of exciting and engaging activities working on children's speaking, listening, reading and writing of a language whilst working on the core pillars of language learning which are phonetics, vocabulary and grammar. As well as this, we endeavour to build their confidence to take part in a new learning prospect that most children will never have had before. We aim to nurture their curiosity in the French language and the world around them, preparing them for future opportunities in KS3 and in French speaking countries, creating a love of language from a young age.



MFL Curriculum Drivers:

Key Driver	Promoting	Rationale and Evidence
Developing lifelong learners	<p>Metacognition through the canopy of The Oakridge Way</p> 	<ul style="list-style-type: none"> • Resilient: We develop resilience through deliberate practice of vocabulary, phonics and grammar and the memorisation of this, alongside accurate pronunciation. • Reflective: Through class discussion and debate, they have opportunity to reflect upon their own and others' ideas and opinions. • Resourceful: Children use their French books as a key resource to support their learning. They also a range of resources to help them remember such as: vocabulary prompts, songs, websites, games and stories. • Reciprocal: To develop speaking and listening skills, children need to learn together and support one another.
	<p>Unique discipline in each subject</p>	<p>Develop linguists who can:</p> <ul style="list-style-type: none"> • 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.

		<ul style="list-style-type: none"> 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. Recognise grammatical traits of learning a new language. 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.
	Secure fundamental basic skills in Reading Writing and Maths	<ul style="list-style-type: none"> Speaking, reading and writing skills, including understanding of grammar and phonetical differences in languages are applied. There is a focus on questioning and responding appropriately to questions. Cross curricular links are developed through collecting and interpreting data in maths to share learning as well as developing an understanding of the French numerical system.
Key Driver	Promoting	Rationale and Evidence
Enrichment	Education visits, visitors, theme days, after school clubs, paired year group work	<p>French learning enriched in many ways including:</p> <ul style="list-style-type: none"> French Friday Bastille Day Whole School Assemblies
Key Driver	Promoting	Rationale and Evidence

Making a positive contribution	<p>The roots of 'The Oakridge Way'</p> 	<ul style="list-style-type: none"> • Learning a language helps children communicate more effectively with others and understand what it is to be a global citizen. • Children communicate about a range of topics which are relevant to them: their family, clothes, sports, food, likes and dislikes.
	<p>British Values</p>	<p>Respect and Tolerance</p> <ul style="list-style-type: none"> • All children in KS2 will have the opportunity to develop positive attitudes to and respect for languages and cultures other than their own through learning the language of French in a range of contexts with increasing competence and confidence which involve speaking, listening, reading and writing the language. <p>Individual Liberty</p> <ul style="list-style-type: none"> • Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. <p>Rule of Law and Democracy</p> <ul style="list-style-type: none"> • Rights are explored through learning about Bastille Day.
	<p>Healthy Relationships</p>	<ul style="list-style-type: none"> • Our curriculum helps to deliver and promote healthy relationships by placing an emphasis on listening and responding appropriately, as well as respecting others – their language and culture.
Key Driver	Promoting	Rationale and Evidence
Developing character	Resilience	<ul style="list-style-type: none"> • Children encouraged through retrieval practise that it is ok to not be able to retrieve all the information and to build on it over time. • Children are reminded when completed outcomes that making mistakes is normal and a learning opportunity.
	Independence	<ul style="list-style-type: none"> • Children learn both independently and within groups. • They can access resources via BGFL to consolidate their learning at home.

	A celebration of effort and hard work	<ul style="list-style-type: none">• A whole school assembly celebrates the learning in each class.• Marking in books reflects not only the outcomes but also the effort put into achieving the results.• Headteacher and Deputy Headteacher stickers are used to celebrate children who have demonstrated effort in learning.
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