

Richmond Avenue Primary and Nursery School
Subject Rationale



Modern Foreign languages (years 3 -6)

Ethos

Our aim is to create a rich learning environment, enabling every pupil to fulfil his or her potential. We are committed to the highest possible educational standards, with a matching concern for the personal growth and development of each pupil.

Why Is French Taught As It is At Richmond?

The school motto is, 'Learning and Achieving Together'. We passionately believe that all children, can achieve well in French, develop confidence and proficiency in the subject and leave well prepared for the next stage of their education. Our intent is to achieve this by giving pupils, not just the learning experience of a language that provides a valuable educational, social and cultural experience, but to help them to develop communication skills in speaking, listening, reading and writing, with an aim of making substantial progress in one language.

How Is The French Curriculum Delivered At Richmond?

The MFL curriculum at Richmond is designed to maximise the potential for all learners to succeed. New skills and concepts are sequenced to build upon the pupils' previous knowledge, with pupils who grasp pronunciation and vocabulary readily challenged to apply this and those who need a little more support receiving this too through interactive and visual stimulants.

Key Stage One

Pupils are exposed to French in Key Stage One where they learn basic greetings, to count to ten and answer the register in French.

Key Stage Two

Long term:

- A set scheme of work to ensure progression and limit repetition

Medium term:

- Topics (some cross curriculum, e.g. planets and animals.)
- Vocabulary and structures are built up gradually and in small steps throughout the topic/unit
- Beginning with basic vocabulary, often word level, then building up to longer utterances once the initial vocabulary is embedded
- Topics are designed to engage pupil interest and to enable children to have different opportunities to be successful
- Language and skills from previous units are revisited in subsequent units

Weekly:

- Revision and practise of prior learning, often with a focus on speaking and listening
- Introduction and practice of new learning, to move the language on and to enable children to say something new
- Lessons often incorporate games, songs, reading and listening to stories and research

Impact

Pupils in Key Stage Two engage enthusiastically with the learning of a new language. The progress they make in their knowledge of the language throughout each year group ensures that next steps can be planned for. The impact of this is that teachers understand the learning gaps as they arise and devise responsive strategies to address them. For example, Year Three focus on personal information: greetings / name / numbers / age / how are you? as an introduction to the language. Therefore, their knowledge is more secure when beginning to build up to longer statements in Year Four once the initial vocabulary is embedded. Pupils tell us they enjoy the subject and are keen to develop their understanding as they move into secondary school and beyond.