

Our Vision for MFL at The Milford Academy

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. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Intent

At the Milford Academy, we aim to provide pupils with the foundational skills required to begin to communicate in our chosen foreign language, French. From EYFS to Key Stage One, we ensure that children develop their vocabulary and knowledge of phonics and grammar so that they are confident speakers, readers and writers. These foundational skills are then built upon in Key Stage Two, when children engage in French teaching using the 'Three Pillars' of language learning – phonics, vocabulary and grammar. Our MFL curriculum is designed so that children build their skills progressively over their four years of French learning and learn to communicate in another language in a variety of contexts for a variety of purposes. By the time children leave our school, our aim is that pupils will have an understanding and appreciation of French language and culture, and an emerging ability to read, write and speak in the French language.

Implementation

We use the 'Language Angels' scheme at the Milford Academy to structure our MFL curriculum, so that knowledge and skills in French are built upon progressively each year. All children begin their French learning by gaining an understanding of French phonemes, which will be explicitly taught and revisited multiple times through lessons, songs and interactive games, and supported by the use of French phonics mats. Each French unit taught, will recap and consolidate core vocabulary and then add on more language, so that pupils gradually expand their range of language for reading, writing and speaking. Grammar is weaved into every French unit across all three teaching types. It is introduced both implicitly and explicitly; implicitly in the Early Learning Language Angels units then moving towards a more explicit approach in Intermediate and then Progressive units.

Impact

After four years of French teaching at The Milford Academy, our pupils will develop their skills in the three pillars of French teaching – phonics, vocabulary and grammar. After at least four years of French teaching and learning, pupils should be able to recognise and recall a range of phonemes accurately, to enable them to read a piece of unknown text with

relative high accuracy and understand what they have read. French grammar and vocabulary taught should enable pupils to understand more and start to say and write more in French, with their writing and speech becoming more complex and sophisticated as their range of vocabulary expands.

Links to Reading and Writing

- French phonics – using decoding skills and knowledge of sounds for reading
- French grammar – understanding grammatical structures to aid writing and reading
- French vocabulary – having a bank of vocabulary to develop writing, speaking and develop understanding when reading
- Oracy – speaking in French using correct grammatical structures and pronunciation