

# **MFL at Robert Le Kyng**

## **Intent**

Robert Le Kyng is a diverse school, and we want the cultural and linguistic heritage of all of our children to be valued and celebrated. Learning a foreign language provides an insight into a different culture and another way of thinking. We aim to develop a curiosity for language in our children that will set them up for the global world in which they live. Throughout their time at Robert Le Kyng, pupils will be immersed in language-rich experiences, using games and songs as well as parts of the daily routine. From Year 3 through to Year 6, children will be learning French at Robert Le Kyng. French is a language which is spoken in many parts of the world, giving children the opportunity to gain an insight into different cultures and people.

Learning a foreign language in primary school should set the foundation for further language learning later on, equipping pupils with the skills and confidence they will need. Over the course of KS2, children should be increasing their vocabulary and their understanding of the grammatical structures of the language, enabling them to communicate both verbally and in writing.

## **Implementation**

At Robert Le Kyng, we use the Rising Stars French scheme. This gives children a progressive framework which gradually builds up vocabulary and grammar whilst regularly revisiting topics for consolidation. The scheme has a good mix of listening, speaking and writing activities which give children a solid foundation in their understanding of French.

French is taught in frequent, short sessions (usually three 10-15 minute sessions per week), allowing pupils regular practice and consolidation of new material. Wherever possible, links are made to children's daily lives, making the learning relevant to them. Connections to the wider world, and in particular other French-speaking communities, are also highlighted. A strong emphasis is placed on pupils' confidence in speaking and holding short conversations using familiar words and phrases.

Displays, songs, games and visual prompts are used for support.

Teachers continually assess children's learning as a matter of course, to see where children are confident and where they might need more practice. They will assess both spoken (vocabulary and pronunciation) and written language at least three times a year.