



## Subject Report 2024-2025

<b>Subject</b>	Modern Foreign Languages (French)	<b>Report prepared by</b>	Amy Davis
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### Overview of the year:

MFL has a new subject leader this year who has been able to build on the work that was put in place previously at The Cambridge.

The key messages from this year are:

- We have continued to build on last year's French language teaching using Language angels, ensuring lessons are progressive and build on prior knowledge.
- A review of how lessons are taught using the Language Angels programme, ensuring a consistent approach across all classes.
- Staff confidence has increased in the teaching of modern foreign languages.

### Curriculum: Intent, implementation, Impact

#### Intent

Our aim at the Cambridge Primary School is to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious and confident about their own modern foreign language (MFL) learning abilities when they finish the primary school.

In MFL, A Cambridge Pupil will leave with:

Key Skills	Qualities
<ul style="list-style-type: none"> <li>• Confidence to <b>reflect</b> on their own experiences and concepts explored.</li> <li>• The ability to actively <b>apply</b> their <b>understanding</b> and <b>empathy</b> of different languages.</li> <li>• <b>The ability to enquire</b> and have a deeper understanding of the diverse range of languages and cultures across the world.</li> <li>• Hold a curiosity about languages.</li> <li>• To learn how to work <b>collaboratively</b> to develop <b>resilience</b>.</li> <li>• The ability to find a different way to think about things to help them to learn</li> </ul>	<p>They will have a knowledge and understanding of different cultures and a tolerance of different people from countries around the world.</p> <p>They will develop bravery and confidence in learning to speak in a different language.</p> <p>Through their developing sense of ownership, pupils will continuously reflect on their learning.</p>

#### Implementation

French is taught mainly through oral and listening activities. We follow the Language Angels Scheme of work. This uses a series of songs, games and activities to engage the children, utilising an interactive approach. Each topic has a series of lessons which progresses aims at building language through set themes, this language is recapped at the beginning of each lesson using various retrieval practice methods. Language Angels helps to ensure the development of the 4 main areas of the language (speaking, listening, reading and writing). Whilst Language angels focuses primarily on speaking, listening and reading further progress through writing can be used.

Topics taught across each year group:

	Year 3	Year 4	Year 5	Year 6
Autumn Term				
Half Term 1	Phonetics 1 (X) &	Phonetics 1-2 (X) &	Phonetics 2-3 (X) &	Phonetics 3-4 (X) &
Half Term 2	I Am Learning Fr/Sp/It (E)	Seasons (E)	The Date (I)	The Date (I)
Half Term 2	Animals (E)	Vegetables (E)	At the Tea Room (Fr) At the Café (Sp) At the Restaurant (It) (I)	Do You Have a Pet? (I)
Spring Term				
Half Term 1	Instruments (E)	Presenting Myself (I)	Do You Have a Pet? (I)	Clothes (I)
Half Term 2	I Am Able ... (Fr) I Know How To ... (It/Sp) (E)	My Family (I)	What is the Weather? (I)	At School (P)
Summer Term				
Half Term 1	Fruits (E) or Vegetables (E)	In the Classroom (I)	My Home (I)	At the Weekend (P)
Half Term 2	Ice-Creams (E)	At the Tea Room (Fr) At the Café (Sp) At the Restaurant (It) (I)	Romans (I) or Habitats (I)	Vikings (P)

Rationale for curriculum organisation:

In Key Stage 2, the children have a 2 x 30 minutes weekly lesson built into their timetables. Key vocabulary is displayed in the classrooms. Throughout the school week, teachers promote opportunities to practise the language. Opportunities could include counting, discussing the day and lunch/snack time. The Language Angels scheme shows progression to help build their knowledge, with a chance to assess at the end of each topic.

What have you done to ensure that every skill is covered?

The Language Angels curriculum continues to be reviewed to ensure that it has a broad and deep coverage of the skills and knowledge. Monitoring has indicated that the oral, listening and writing aspects of the curriculum are developing. This year's focus is to ensure all year groups in Key Stage 2 are teaching the correct units and that these are progressive in the knowledge and skills that the children learn.

**What does marking and assessment look like in your subject? How do you know this has been effective for children's progress?**

Teachers assess children's progress made throughout each lesson from their oral recall and understanding. At the end of each unit, Teachers are able to use an assessment generated by Language Angels that the children to complete. This gives teachers a greater understanding of the overall progress made across the unit of work.

**What CPD have you received / research have you carried out in your subject area? What has been the impact of this on the children?**

Online training courses with Language Angels. These have helped to review the MFL curriculum development and consider next steps, from others sharing good practice.

**What Performance Information is monitored? What are the 3 questions are you considering for future developments?**

The teaching of French at the Cambridge is monitored through review of book looks, pupil and teacher conferencing and lesson drops ins and observations. The Language Angels programme will also be reviewed to ensure progress of knowledge and skills that are being taught across Key Stage 2.

**How are Fundamental British Values, the Cambridge Learning Characteristics and personal development promoted within your subject?**

Fundamental British Values  
Children will have the opportunity to understand different cultures through the language taught and also have respect for different cultures.

The Cambridge Learning Characteristics (BICO)  
In French, pupils are encouraged to be **brave** and practise their skills orally. Through their practise children often work **collaboratively** with their peers. We encourage the children to take **ownership** of their learning by encouraging them to retain and apply their prior learning in lessons throughout the year and in future year groups.

1. French taught consistently and confidently across the school?
2. Are all children able to access French lessons? What adaptations and resources are being used to support all children?
3. Do teaching staff know what skills and knowledge children should have at each stage of development across the school, and are able to assess this confidently?