



MFL



Purpose:

To inspire pupils to make substantial progress in French, to understand and communicate ideas, facts and feelings in speech and writing and learn about the culture and customs of that country and others where French is the spoken language.

Core Learning*:

- To read fluently.
- .To write imaginatively.
- .To speak confidently.
- .To understand the culture of the countries in which the language is spoken.
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Characteristics of a Linguist:

- . The confidence to speak with good intonation and pronunciation.
- .Fluency in Reading.
- .Fluency and imagination in writing.
- .A strong awareness of the culture of the countries where the language is spoken,
- .A passion for languages and a commitment to the subject.
- .The ability to use language creatively and spontaneously.
- .An independence in their studies and the ability to draw upon a wide range of resources.

Using and Applying English and Maths within MFL:

English:

.Debates and Class discussions comparing the French way of life to our own.

Drama for example Role play in a French cafe. Giving directions to a particular place. Talking on a chosen topic.

Looking at French poets and authors for example Le Petit Prince St Exupery.

Singing French songs.

Writing reports and descriptions for brochures about resorts and cultural activities within the chosen French speaking country.

Writing fact files about places of interest, the population, climate and currency used in different French speaking countries.

*Quigley's 'Essentials'

Following Recipes and the Method for making simple French food .

Maths

- **Looking at the different currencies in the French speaking countries. Working out the exchange rates.**
- **Converting Euros to pounds through shopping activities and through role play.**
- **Converting kilometres to miles.**
- **Looking at and recording the population in French speaking countries around the world.**
- **Counting in French.**

Inclusion

Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers must also take into account the needs of pupils whose first language is not English.