

## North Wootton Academy

### Modern Foreign Languages

*“Learning a foreign language... provides an opening to other cultures. A high-quality education should foster pupils’ curiosity and deepen their understanding of the world... It should also provide opportunities for them to communicate for practical purposes... Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries”* (Department of Education, 2013)

#### Introduction

North Wootton Academy provides Modern Foreign Language Education for all KS2 pupils as part of our normal curriculum. We aim to stimulate and encourage children’s curiosity about language and to foster an interest in learning other languages. We believe that a Modern Foreign Language prepares pupils to participate in a rapidly changing world in which work and other activities are often carried out in languages other than English. The learning of an additional language will encourage the development of lifelong language learning skills. These skills will be accessible by pupils in the future, helping them to learn new languages, or improve their competency in an existing language, and will further promote pupils’ initiative, confidence and independent learning, whilst encouraging diversity within society.

#### Intent

French is the only MFL studied at North Wootton Academy; this specific focus enables pupils to make substantial progress in one language

In line with the 2014 National Curriculum for Modern Foreign Languages, North Wootton Academy aims to ensure that all children:

Understand and respond to spoken and written language from a variety of authentic sources.

Are able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and that they are continually improving the accuracy of their pronunciation and intonation.

Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.

Discover and develop an appreciation of a range of writing in the language studied.

A high-quality languages education should foster children’s curiosity and deepen their understanding of the world whilst also equipping them with the skills and confidence to interact within it, certainly within French speaking countries.

At North Wootton Academy, we are committed to ensuring that competence in another language enables children to interpret, create and exchange meaning within and across cultures. It also helps children develop skills that will open further opportunities later in life. The teaching of French in EYFS, KS1 and KS2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3.

## Implementation

Children are introduced to French from the EYFS, predominately through songs, and receive a weekly exposure to the language throughout their time in KS1 based around basic vocabulary areas. This enables the children to develop early language acquisition skills that facilitate their understanding of the patterns of language and how these differ from or are similar to English.

In KS2, each class has a timetabled French lesson of 40 minutes per week which uses the Rachel Hawkes programme, to develop the skills of speaking, listening, reading and writing within the subject such that:

Children are taught to listen attentively to spoken language and respond, as well as developing these skills

Links will be established with local secondary schools and the possibility of children from KS3 visit to disseminate language learning to the children.

Children will make links with children in France, with regular correspondence taking place.

Children develop an appreciation of a variety of stories, songs, poems and rhymes in French that are delivered throughout the curriculum,

French Week enables the whole school to be immersed in the inclusion of the culture and use the language meaningfully in context.

## Impact

In KS2, children's written work is recorded in a designated French book, which stays with the child as they move through the Key Stage. Evidence of writing, reading and oracy are stored within the online work samples in the appropriate Year Group folder to ensure standards can be moderated.

Knowledge is assessed both through the use of Key Performance Indicators, and attainment is recorded within the appropriate mark-book and periodic vocabulary quizzes.

Simple vocabulary quizzes are used within Key Stage 1.

## Aims and Objectives

The aims and objectives of learning a Modern Foreign Language in our academy are to:

- Foster an interest in learning other languages;
- Introduce young children to another language in a way that is enjoyable and fun;
- Encourage children to be aware that language has structure and that the structure differs from one language to another;
- Develop their speaking and listening skills;
- Lay the foundations for future study;
- Develop the enjoyment of learning to speak another language;
- Build on and foster young children's enthusiasm and commitment in the challenge of language learning;
- Provide a medium for cross-curricular links and to reinforce knowledge skills and understanding developed in other subjects.

## Organisation

French is the only Modern Foreign language taught at North Wootton Academy; this is to ensure that, in line with Government requirements, *'pupils make substantial progress in one language'* (The national curriculum in England: framework document). Children are taught specific skills, concepts and vocabulary in a weekly dedicated French lesson across the whole of Key Stage 2 in order to ensure progression and skills development. Songs and simple words/phrases are also introduced in Key Stage 1, in order to introduce the French language, and to enthuse and pique the children's interest.

North Wootton Academy aims to deliver the requirements of the KS2 MFL framework by linking planning to the framework objectives. This ensures that particular language learning strategies are taught and appropriate skills are practised. The Scheme of Work for French outlines which topics are covered in each year group and ensures that all children have opportunities to enjoy and achieve in their language learning.

The children are taught to know and understand how to:

- Ask and answer questions;
- Use correct pronunciation and grammar;
- Memorise words;
- Interpret meaning;
- Understand basic grammar;
- Work in pairs and groups and communicate in French;
- Look at life in another culture.
- Recognise the link between written and spoken text and to use a dictionary to check spelling;
- Retell from memory and with the aid of story maps short simple stories, poems and rhymes.

During French sessions, children are given the opportunity to work as a class, as individuals and as part of a group. The choice of class organisation is determined by the learning task; by its nature, MFL will involve a mixture of writing and oral tasks, including considerable interaction with visual, auditory and kinesthetic prompts.

## Scheme of Work

North Wootton Academy has recently adopted the Rachel Hawkes scheme of work which introduces French from Yr3. At North Wootton Academy, we will begin teaching the very basics of French in EYFS however this is not following a scheme of work.

## Resources

All Rachel Hawkes planning can currently be accessed via the Rachel Hawkes website on the Academy's server.

## Inclusion

All KS2 pupils are given the opportunity to develop MFL capability.

## Assessment

Most assessment is formative and is used to support teaching and learning to inform future planning. As the class teacher works through the scheme of work, they record their observations where appropriate and assess the children's progress in French based on their achievement of the learning objectives in the lesson. Work samples are captured and uploaded to the appropriate folder on Google Drive; this may be photos of written work, or videos of children speaking.

Progress will be evaluated against the four national attainment targets:

1. Listening and responding;
2. Speaking;
3. Reading and responding;
4. Writing.

Children's attainment is recorded in the Academy's Non-Core Markbook on OneDrive.

## Monitoring and Review

Monitoring is carried out by the principal or the MFL Subject Leader in the following ways:

- Informal discussion with staff and pupils
- Classroom observation
- Book scrutiny/work sampling
- Examination of evidence on Google Drive – moderation between year groups

## Continuity and progression

Progression is carefully built into Rachel Hawkes, so that as children they work their way through the four year course, they gradually extend their vocabulary and become more confident. Activities in Rachel Hawkes, across each of the four year groups, encompass all four attainment targets (oracy, literacy, intercultural knowledge and knowledge about the language).