



MFL In Action

at Woodlands Academy

Created by Mrs S. Rich

Intent:

The learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to improve their ability to communicate, including key skills of speaking and listening, and deepens their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures as well as those of others, which is becoming an increasingly essential skill. Language learning provides excitement, enjoyment and challenge for both children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life.

Aims for Languages

The aims for Primary Languages learning at Woodlands are to:

- foster a love of language learning by introducing children to other languages in a way that is fun and accessible
- stimulate children's curiosity for languages and how they work
- develop a deep interest and appreciation for other cultures drawing in particular on their similarities
- give children the opportunity to develop a sense of belonging within a global community
- enable children to express themselves in French
- support oracy and literacy and, in particular, develop speaking and listening skills
- read and understand stories, songs, poems and other short texts and to write from memory about subjects relevant to them
- to stimulate a love of learning and develop the characteristics of our *SMILE* tree
- to promote enquiry through questioning using Blooms Taxonomy

Blooms Taxonomy

In relation to foreign language learning, it is important to recognise that these skills are not a hierarchy, but are interrelated and dependent on each other to function most efficiently and effectively. Language creation is dependent on understanding, analysing, evaluating and applying knowledge.



Implementation:

MFL is taught fortnightly throughout KS2 using the BAD approach, enabling children to be sufficiently challenged. There are five half terms worth of detailed planning, allowing the sixth half term to be used to consolidate learning. There is an optional story unit that can be used if necessary during the summer term.

The school's language programme is designed to fulfil the relevant requirements of the KS2 Programme of study and to provide learning experiences that engage, enthuse and motivate all of our learners. To aid progression within our medium-term planning, we draw on the non-statutory KS2 languages framework guidance.

Pupils are given regular opportunities to listen to, join in with, read, speak and write French. In the early stages of language learning, pupils engage in a lot of learning to train the ear, to tune into and learn how to produce the sounds of the language, through the teaching and learning of phonics and phonics-related activities. Joining in with songs, rhymes, stories and poems all serve to reinforce the sound-writing patterns. Pupils then begin to develop, from the earliest stages, the ability to form simple sentences of their own, with relation to topics of close, personal interest. As learning develops, pupils are given more and more opportunities to engage with French culture, learning about places, festivals and other aspects of daily life in countries where the language is spoken. They develop confidence in writing from memory, building up to being able to write a short paragraph with information on multiple topics. Teachers make use of a wide variety of resources, including ICT, and learning activities, including games, songs, information finding (research), pattern finding, and quizzes to stimulate interest and general literacy and other learning skills. There are clear links with literacy, particularly through the teaching of grammar, and teachers work together to join up these aspects of pupil language development.

French teaching at Woodlands is fully inclusive. No child is excluded because of a learning difficulty. Each lesson provides opportunities for children working at greater depth to embed and apply their learning. SEND children are supported in their learning through a variety of strategies. Some of these are outlined in the table below.

Subject: MFL			
Universal strategies and approaches (Band 0)			
Word banks/ key vocab Sentence starters Recapping previous lessons Auditory/visual prompts Pronunciation guide in books – TTYP – adult feedback Correct pronunciation Self-mark Speaking and listening opportunities Positive praise Adult feedback			
Cognition and Learning	Communication and interaction	Social, emotional mental health	Sensory and Physical
Reasonable Adjustments (LA and Environmental SEND) (Band 1)			
Visual prompts Adult support – small group Peer support/mixed ability pairings			
Cognition and Learning	Communication and interaction	Social, emotional mental health	Sensory and Physical
SEND School Based Support (Band 2-3)			
Visual prompts Songs Small group work			
Cognition and Learning	Communication and interaction	Social, emotional mental health	Sensory and Physical
SEND EHCP (Band 4)			
Video recordings Personalised curriculum 1:1 support Songs Personalised word banks			
Cognition and Learning	Communication and interaction	Social, emotional mental health	Sensory and Physical

Key Concepts

- Oracy
- Literacy
- Intercultural understanding

Talk in Every Lesson

Exploratory talk is used in every lesson to engage with the learning objective. It is used to strengthen and deepen children's understanding of their learning, enabling them to explore the knowledge before they present to the class or complete a written task.

- Children are given the opportunity to think for themselves and then discuss with a talk partner before sharing their response with the class for any question that is posed.
- Children will be asked to feed ideas back to the class in a variety of ways in every lesson e.g. hands-up, whiteboard, thumbs-up. When sharing responses through a written form, a selection of pupils will be asked to also provide it verbally ("5, 4, 3, 2, 1, boards up." Teacher scans the responses provided. "Can someone tell me...?")
- Teachers will use partner or group talk as an opportunity to circulate the room and make a note of any misunderstandings revealed. They will then use the responses as anonymous examples later, asking the class to tell them why it is not accurate ("I noticed a few people saying... Can anyone explain why this cannot be true?").
- Teachers will plan for some 'open' questions in every lesson.
- Teachers will plan for some 'why' questions in every lesson and ask the children to explain their ideas to the class.
- Teachers will provide sentence/talk stems for every question posed to support children in structuring their response. Sentence/talk stems will be adapted based on the subject (drawing upon subject-specific language and sentence structures).
- Teachers will introduce children to the vocabulary they will require for the objective at the beginning of every lesson.
- Teachers will always hold back on providing any of the correct answers to a question until a number of children have given their idea:
- Vocabulary topic sheets are available to support vocabulary acquisition.

Core Learning in skills and knowledge

Aspect:	Understand and respond to spoken language
Y3	Can answer a familiar question, eg. What is your name? Do you have a pet?
Y4	Can answer simple questions and give basic information, eg. likes/dislikes, food, travel
Y5	Can take part in short conversations using familiar structures and vocabulary and present information to others.
Y6	Can use spoken language to sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience. Take part in a simple conversation, with pronunciation becoming more accurate.

Aspect:	Written French
Y3	Understand the basic grammar, eg. masculine and feminine nouns, word order of adjectives.
Y4	Can write a simple sentence with understandable accuracy.
Y5	Can recognise patterns when building sentences and apply knowledge of grammatical rules.
Y6	Can write a short text on a familiar topic from memory using knowledge of words, text and structure.

Aspect:	Reading French
Y3	Can recognise and read a few familiar words and phrases, eg. colours, numbers to 10, pets.
Y4	Can read and understand familiar written words, phrases and short texts made of simple sentences
Y5	Can match sound to print by reading aloud familiar words and phrases, using the correct pronunciation and intonation.
Y6	Can read and understand the main points and some detail from a short written passage

Aspect:	Cultural Understanding
Y3	Understand that some people speak a different language to my own. Identify the country where the language is spoken. Learn about polite forms of address.

Y4	Know about aspects of daily life in other countries that are different to my own. (likes/dislikes, sports, hobbies)
Y5	Respect and understand cultural diversity. Recognise similarities and differences and learn about buildings and places in different countries.
Y6	Talk about, discuss and present information about a particular country's culture. Recognise similarities and differences amongst children in different cultures (leisure time, school, etc)

Curriculum Map Overview

	Autumn		Spring		Summer	
	Six weeks	Six weeks	Six weeks	Six weeks	Six weeks	Six weeks
Y3	<u>Greetings</u> Formal and informal greetings, saying how we feel	<u>The Alphabet</u> Pronunciation of the alphabet, spelling names	<u>Numbers to 10</u> Numbers to 10, shopping, counting	<u>Colours</u> Names of different colours	<u>Pets</u> Pets that we have/haven't got, describing pets	Optional story theme
Y4	<u>Numbers 11-20</u> Numbers to 20, shopping, euros	<u>Food</u> Names of different foods, breakfast, picnic, shopping	<u>Likes and Dislikes</u> Describing likes and dislikes	<u>Hair and Eyes</u> Describing eyes and hair	<u>Countries and Travel</u> Names of countries, modes of transport	
Y5	<u>Numbers 20-60, Days and Months</u> Numbers 20-60, days of the week, months of the year	<u>Clothes</u> Naming, buying and describing clothes	<u>The Body</u> Parts of the head and body, saying what hurts, describing people	<u>A French Town</u> Places within a town, comparing towns	<u>Weather</u> What the weather is like, giving weather forecasts	
Y6	<u>Who Am I?</u>	<u>Where I Live</u>	<u>Numbers to 100, Shopping</u>	<u>Leisure</u> What they do in their	<u>School</u> Subjects, likes and	

	Saying what we are/are not, describing other people	Rooms of a house, towns and countries, comparing homes to French homes	Numbers to 100, shopping for presents, prices	leisure time (key vocab: play, do, watch)	dislikes, school furniture, what's in a pencil case	
--	---	--	---	---	---	--

Key Subject Specific Vocabulary

Each new topic has a comprehensive vocabulary sheet which is stuck in books as a resource.

Impact:

Assessment of children's learning in French is an ongoing monitoring of children's understanding, knowledge and skills by the class teacher. This assessment informs differentiation, support and challenge required by the children. Assessment is conducted at the end of each term by class teachers and recorded on an assessment grid to inform them and the subject leader of progress or skills and knowledge still to be embedded. Pupils' work will be completed in an exercise book, which will be an additional source of ongoing evidence of progress, amounting to a portfolio. French is monitored by the subject lead throughout the year through WACI planning, book monitoring, looking at outcomes and pupil interviews to discuss their learning and understanding and establish the impact of the teaching taking place.

Staff assess each child's learning journey against core learning statements to provide a clear picture of attainment. These statements are shared with parents and carers.

Teachers assess core learning strands at three points during the year: the end of the first term, a mid point assessment and a final end of year judgement. At each point, individuals working towards ARE and those showing greater depth are listed with all others working within are related expectations. This shows individuals needing further scaffolding and support alongside those who will benefit from deeper challenge opportunities. This information is used by the subject lead to calculate the percentages of children working at each stages

thus giving a clear picture of French across the academy that, in turn, highlights strengths and areas for development. Progress in French will then be reported to parents at the end of the academic year in each child's school report against the key aspects

Learning Focus	Start of Teaching Unit		Mid-point assessment		End of Year Assessment	
	Working Towards	Working at GD	Working Towards	Working at GD	Working Towards	Working at GD
Aspect:	Working Towards	Working at GD	Working Towards	Working at GD	Working Towards	Working at GD
Aspect:	Working Towards	Working at GD	Working Towards	Working at GD	Working Towards	Working at GD
Aspect:	Working Towards	Working at GD	Working Towards	Working at GD	Working Towards	Working at GD

