



Dishforth Airfield Primary School: Modern Foreign Languages

*“A different language is a different vision of life.”
– Federico Fellini*

Intent

At Dishforth Airfield, it is our intent that our children become all-round global citizens with a love of languages, no matter the length of time that they are with us due to our highly mobile community. We teach French as our modern foreign language and we are committed to developing strong, lifelong linguistic skills to encourage our children to become curious and interested in the wider world.

The National Curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and 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.

At our school, we teach weekly 1 hour French lessons in key stage 2 following both the National Curriculum and the North Yorkshire Scheme of Learning for Primary French. As we have a highly mobile school community, our French teaching aims to encourage our children to develop their speaking, listening, reading and writing skills across all year groups (KS2) at an age appropriate level with challenges progressing throughout each year group. During their time at our school, we strive for our pupils to know more, remember more and understand more about the French language.

Implementation:

Key Stage 1:

Although teaching a modern foreign language is not statutory in EYFS or KS1, children are exposed to French as a modern foreign language through songs and games. In KS1, children are encouraged to respond to the afternoon register in a different language and are taught some simple French greetings.

Key Stage 2:

In Key Stage 2 (KS2), children have a discrete 1 hour French lesson each week. Our teaching follows the National Curriculum and the North Yorkshire Scheme of Learning for Primary French. This involves a progressive scheme of learning across Year 3-6 where the children are able to build upon their prior knowledge. Due to our highly mobile school community, we make use of pre-teaching where necessary to support our new starters prior to their French teaching sessions, plugging gaps where required to best support them for success.

Key features of our French curriculum:

- High expectations of every child
- Practical approach to learning French as a modern foreign language
- Engaging activities which allow children to practise and revisit key vocabulary
- Balanced opportunities for listening, oral and writing skills in French.

Planning

At Dishforth Airfield, we use the North Yorkshire Scheme of Learning for Primary French resources to support us in our planning.

- Long term plans map out the units to be covered each term in Key Stage 2 classes.
- Medium term plans identify learning objectives and outcomes for each unit, as well as indicating the skills and vocabulary being taught.
- Short term plans prepared by each teacher, highlight the skills and objectives of the lesson, and identify resources and appropriate differentiation. They also indicate key questions and vocabulary.

Structure of a lesson

1. Active starter where prior vocabulary is rehearsed and revisited.
2. Introduction of vocabulary and opportunities for children to rehearse, explore and practise.
3. Clear model of main task.
4. Task – independent / paired / group
5. Plenary

Resources

- Word banks and mats available within the classroom for specific units of work.
- Central resources are kept in the stock cupboard and in the hall and in the staff room.
- Boardworks French computing programme to support teaching and learning.

Assessment

At Dishforth Airfield, we know that our school community is highly mobile and therefore we ensure that from the beginning of every lesson, teachers and teaching assistants will be assessing what their pupils are, or are not understanding and use this to support children. Throughout lessons, misconceptions are dealt with immediately and high attaining pupils are challenged appropriately. Due to our highly mobile community, we know that we cannot assume our children have any prior knowledge of MFL and therefore we make good use of pre and post teaching as this helps us to ensure that all children can achieve and are prepared for the following lesson.

Key stage 2

- Formative assessments are made during our French lessons. Practitioners observe, question and evaluate lesson outcomes to further determine progress made and the next steps in learning.
- Post unit self-assessments take place at the end of each unit using the NYCC scheme of Learning Primary French self-assessment grids.
- Assessment grids are completed for French at the end of each unit.

Monitoring procedures

The Head teacher and MFL subject leader play a central role in the monitoring and evaluation of the quality of teaching and learning of French in the school.

The monitoring strategy:

1. Children's work and planning scrutinies are conducted.
3. Lesson 'drop ins' and observations take place in all classes throughout the year.

The subject leader is responsible for monitoring attainment and progress, the outcomes of which are collated in the subject leadership folder and fed back to staff at an appropriate time.

Impact

As a result, learners will;

- Know more, remember more and understand more about the French language
- Have increasing confidence in their ability to communicate with others in French orally
- Have increasing confidence in their ability to write at varying lengths in French
- The majority will reach the expected standard in MFL
- Be engaged in our MFL lessons and will demonstrate enthusiasm