

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.

We use the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our children using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

Our intent is to support our children to develop their confidence and to make substantial progress in the 5 key language skills necessary for learning French:

- Speaking
- Listening
- Reading
- Writing
- Grammar

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between the foreign language they are learning and English. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

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:

Our approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

By the end of key stage 2, pupils should be able to:

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Present ideas and information orally to a range of audiences.
- Read carefully and show understanding of words, phrases and simple writing.
- Appreciate stories, songs, poems and rhymes in the language.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Describe people, places, things and actions orally and in writing.
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Planning

All Key Stage 2 classes will have access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons in KS2. Within these lessons, children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.

The planning of different levels of challenge (as demonstrated in the various Language Angels Teaching Type categories) and which units to teach at each stage of the academic year are reviewed annually and have been selected to best support learning in mixed age classes. Lessons offering appropriate levels of challenge and stretch will be taught at all times to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for the language they are learning.

Early Language units are entry level units and are most appropriate Year 3/4 pupils with little previous foreign language learning. Intermediate units increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to pupils. Intermediate units are suitable for Year 5/6 pupils or pupils with embedded basic knowledge of the foreign language. Grouping teaching units this way allows children to build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: listening, speaking, reading and writing.

Knowledge and awareness of required and appropriate grammar concepts are integrated and taught discreetly throughout all appropriate units. Grammar rules and patterns will be taught by level of challenge:

- We start with **nouns** and **articles** and **1st person singular of high frequency verbs** in **Early Learning** units.
- We move on to the use of the **possessive**, the **concept of adjectives**, use of the **negative form**, **conjunctions/connectives** and introduce the **concept of whole regular verb conjugation** in **Intermediate** units.
- We end with **opinions** and introduce the **concept of whole high frequency irregular verb conjugation** in **Progressive** units.

The Progression Map shows precisely how pupil foreign language learning across the key skills of speaking, listening, reading, writing and grammar progresses within each Language Angels 'Teaching Type' and also how the level of learning and progression of each pupil is increased as pupils move across each subsequently more challenging Language Angels 'Teaching Type'. **It is a visual**

demonstration of the progression that takes place WITHIN a 'Teaching Type 'and also ACROSS each 'Teaching Type'.

We have a unit planner in place which demonstrates which units will be taught across the academic year in our Key Stage 2 classes. Each class has an overview of units to be taught during the academic year to ensure substantial progress and learning is achieved. Each teaching unit is divided into 6 fully planned lessons. Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit they will build their knowledge and develop the complexity of the language they use. We think of the progression within the 6 lessons in a unit as 'language Lego'. We provide blocks of language knowledge and, over the course of a 6-week unit, encourage pupils to build more complex and sophisticated language structures with their blocks of language knowledge.

Structure of a lesson

1. Each unit and lesson will have clearly defined objectives and aims.
2. Each lesson will incorporate interactive whiteboard materials to include ample speaking and listening tasks within a lesson.
3. Lessons will incorporate challenge sections and desk-based activities that will be offered will three levels of stretch and differentiation. These may be sent home as homework if not completed in class.
4. Reading and writing activities will be offered in all units. Some extended reading and writing activities are provided so that native speakers can also be catered for.
5. Every unit will include a grammar concept which will increase in complexity as pupils move from Early Language units, through Intermediate units and into Progressive units.
6. Extending writing activities are provided to ensure that pupils are recalling previously learnt language and, by reusing it, will be able to recall it and use it with greater ease and accuracy. These tasks will help to link units together and show that pupils are retaining and recalling the language taught with increased fluency and ease.

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 in each language skill (speaking, listening, reading and writing) 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.

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