

MFL (French) at St Monica's



“Where words fail, music speaks.” - Hans Christian Anderson

Learning another language not only provides practical communication skills, but has a unique role to play in developing cognition, literacy and cultural knowledge. *British Council Executive Report into Primary Languages 2017*

‘A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing’. *National Curriculum 2014*

During Foundation Stage and Key Stage 1 at St Monica's.

Whilst there is no statutory requirement in the National Curriculum for Modern Foreign Languages to be taught in the Early Years or key Stage 1 phases, it is understood that children present at our school speak a wide range of languages as their mother-tongues or home languages. It is important to celebrate that linguistic diversity and to acknowledge the importance of children sustaining the development of their mother- language. Many teachers encourage children to share languages they know.

During Key Stage 2 at St Monica's.

The formal provision of MFL teaching in Key Stage 2 classrooms focuses on French.

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 pupils 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.

The intent is that all content will be continuously updated and reviewed annually, creating a dynamic programme of study that will be clearly outlined in both long-term and short-term planning. This will ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase and, in so doing, will always be relevant and in line with meeting or exceeding national DfE requirements.

The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary grammar will be covered in an age-appropriate way across the Key Stage. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas. In addition, the children will be taught how to look up and research language they are unsure of and they will have a bank of reference materials to help them with their spoken and written tasks going forward. This bank of reference materials will develop into a reference library to help pupils recall and build on previous knowledge throughout their primary school language learning journey.

The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

<p>Planning</p> <ul style="list-style-type: none"> •The school’s curriculum map shows the topics and sequence of knowledge to be covered each term from the acquisition of simple words and short phrases to the use of extended dialogue, reading and writing skills. •There is a medium term plan for each unit of work as well as individual lesson plans. •Planning includes opportunities to learn about French-speaking nations, and the similarities, differences between their cultures and our own. •Those children who have French as a mother-tongue or home language will support the learning of others and continue to develop further their own skills. 	<p>Teaching</p> <ul style="list-style-type: none"> • Flexible groupings are used during lessons e.g. ability and mixed ability groups, paired reading, guided and independent reading and whole-class learning. • Teachers use a range of on-line and concrete resources to support lessons. • Children have a French book in which they record their learning and collect and record their vocabulary • A lot of teaching focuses on the spoken word and developing confidence in speaking to communicate opinions and ideas. Learning through song, rhyme, role-play, games and simple texts provides variety, accessibility and fun to the learning.
<p>Marking and feedback</p> <p>Work should be marked according to the school marking policy by using</p> <ul style="list-style-type: none"> • Peer and self-assessment • Oral feedback • Written feedback 	<p>Resourcing and display</p> <p>The Language Angels scheme is used to provide resources and games to support teaching. French vocabulary is displayed in the class to support children’s acquisition and retention. Children have opportunities to use language-based games and activities; songs and rhymes; recording equipment to make audio or visual recordings of dialogues and performances in French.</p>
<p>Assessment</p> <p>Formative:</p> <ul style="list-style-type: none"> • Assessment of aural skills is built into the activities in the lessons • Marking of written recording supports assessment • Previous years learning is re-visited regularly <p>Summative:</p> <p>Teachers deploy short quizzes/worksheets at the end of each unit of work to assess retention and acquisition of key vocabulary and phrases.</p>	<p>Monitoring</p> <p>Monitoring is undertaken by the subject leader and SLT during the school year. This will include:</p> <ul style="list-style-type: none"> • learning walks during MFL lessons. • scrutiny of MFL books • speaking with pupils and discussions about what they have learnt and enjoyed.