

Modern Foreign Languages at The Mill Academy



Introduction

At The Mill Academy we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop their ability to communicate, including key skills of speaking and listening and extends their knowledge of how language works. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others. The natural links between languages and other areas of the curriculum can enrich the overall teaching and learning experience.

Rationale and Intent

Through the exploration of French language and culture, our MFL curriculum provides children with the tools to develop their linguistic abilities as well as deepen their understanding of the world.

Children will develop their skills in the four key areas of language – speaking, listening, reading and writing. They will gain a deep and broad understanding of how a language works, which will in turn prepare them for future language learning. By learning the core grammatical concepts of French, children will be equipped with the confidence and understanding to manipulate language structures. Pupils will also study French culture and compare it with their own cultural practices, gaining a new and broader perspective of the world in which they live.

Implementation

In KS2, pupils are taught by a teacher for 45 minutes each week. Class teaching assistants are present and take an active part in the lessons in order to develop their own French language skills and understanding. The National Curriculum provides the basis for our MFL curriculum and the Primary Language Network scheme of work runs along side it to build knowledge and understanding of French. The lead teacher may adapt suggested tasks, based on AfL, to suit the needs of the children, and so that children's understanding can be evidenced effectively. The teacher also uses incidental learning opportunities to recall any previously taught learning. The lead teacher uses the range of resources from the Primary Languages Network scheme of work to enrich the MFL curriculum with native speaker clips, authentic literature, creative activities, songs, stories and games. This ensures that language learning has a true primary focus and is engaging for pupils.

Impact

Pupils will be able to:

- Understand and respond to spoken French
- Understand the patterns of sounds and language and use this to speak with increasingly correct pronunciation and intonation
- Speak and converse in French with confidence and fluency relevant to the stage of learning
- Write for a range of purposes, using the appropriate grammatical structures to adapt models and create original pieces
- Understand a range of texts in French, using a range of strategies such as cognates and context to deduce meaning
- Use a bilingual dictionary effectively to support their reading and writing.

At the end of each half termly unit of learning, children complete an activity that requires recall of learning from the preceding weeks.

The French teacher uses the information from these assessments to identify strengths and weaknesses in learning.

Intercultural Understanding

The children will learn to:

- Describe the life of children in the countries where the language is spoken
- Identify similarities and differences in everyday life, social conventions, traditional stories and celebrations.
- Recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others.
- Recognise and mistrust stereotypes, and understand and respect cultural diversity.

Inclusion

Primary Languages teaching at The Mill Academy is fully inclusive. No child is excluded by reason of a learning difficulty, or because they have English as an additional language. Experience has indeed shown that such children can derive particular benefit from taking part in Primary Languages learning activities in which they may be less disadvantaged than in other areas of the curriculum.

Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. Work is differentiated as appropriate to the needs of individual children. Pairs and groups for collaborative work may be made up in different ways, depending on the task.

Strategies to support children with SEN

At The Mill Academy, in French, we use a number of evidence-based strategies to support children with SEN. Strategies include:

Scaffolding

- Support for SEN children with learning vocabulary; this may include flash cards.
- Games/songs to support vocabulary learning.
- Support in writing sentences eg, missing words rather than writing the whole sentence.

All scaffolding follows a 'I do, you do, we do' approach.

Explicit Instruction

- Pupils may be supported in their thought process in Spanish.
- Pupils will be given specific opportunities by adults to practise specific skills that are barriers to learning.
- Visual aids and concrete examples (where necessary) will be used to support learning.

Cognitive and Metacognitive Strategies

- Tasks may be 'chunked' into smaller steps.
- Vocabulary prompts may be used to support sentence work.
- Depending on ability, children with SEN may be asked to evaluate their own progress and discuss what they can do to move their learning forward.

Flexible Grouping/Fading

- Temporary groups may be established to support learning a particular concept.
- Pre-teaching and support with new vocabulary may be used.

Use of technology

- Tasks set may include useful apps/websites to move learning forward.
- Speech generating apps may be used for recording

Books for French

<https://www.little-linguist.co.uk/french-for-children.html>