



**Aston Lodge  
Primary School**

Show Pride • Reach for the Stars

# **ASTON LODGE PRIMARY SCHOOL**

**MFL**

## **Intent, Implementation, Impact Statement**

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**Date written: 10<sup>th</sup> February, 2020**

**Date to be reviewed: 10<sup>th</sup> February, 2021**

## Intent

The 2014 National Curriculum for Modern Foreign Languages aims to ensure that all children:

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

A high quality languages education should foster children's curiosity and deepen their understanding of the world. At Aston Lodge Primary we are committed to ensuring that competence in another language enables children to interpret, create and exchange meaning within and across cultures. It also helps children develop skills that will open further opportunities later in life. The teaching of French in EYFS, KS1 and KS2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3.

## Implementation

Children are introduced to French from the EYFS and built up to a weekly 30-minute lesson, throughout their time in KS1 in preparation for KS2. This enables the children to develop early language acquisition skills that facilitate their understanding of the patterns of language and how these differ from, or are similar to, English. In KS2, each class has a timetabled French lesson of 45 minutes.

Lessons across the Key Stages support the skills of speaking, listening, reading and writing:

- Children are taught to listen attentively to spoken language and respond, joining in with songs, rhymes and games.
- Links are being developed with secondary schools and children from KS3 visit to disseminate language learning to the children.
- Children develop an appreciation of a variety of stories, songs, poems and rhymes in French that are delivered through the curriculum content.
- Cross curricular links with topics and computing are provided using a variety of websites. E.g. [www.french-games.net](http://www.french-games.net), [www.lightbulblanguages.co.uk](http://www.lightbulblanguages.co.uk),
- We follow the primary MFL scheme of work from Planit.
- Bastille Day on the 14<sup>th</sup> July enables the whole school to be immersed in the inclusion of the culture and use the language meaningfully in context.

## Impact

Our MFL curriculum ensures that children develop their knowledge of where different languages are spoken in the world. Varied learning experiences, including 'Bastille Day' ensure that languages are celebrated throughout the school community whilst providing a context for language learning and develop the children's understanding of different cultures.

## 1. Teaching and Learning

We recognise that language learning in its broadest sense has three core strands - **oracy, literacy and intercultural understanding**. We also recognise that children should be encouraged to apply their knowledge and that we should equip them with strategies for language learning that they can use in the future, when studying another foreign language.

We use a variety of techniques to encourage the children to engage actively in the modern foreign language: these include games, role-play and songs (particularly action songs). We often use puppets and soft toys to demonstrate the foreign language, and also invite native speakers into the classroom and listen to recordings, in order to expose the children to more than one voice in the foreign language. We frequently use mime and pictures to accompany new vocabulary in the foreign language, as this teaches the language without the need for translation.

We teach the four strands of speaking, listening, reading and writing and to understand basic grammar, including: feminine, masculine and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English. We use a multi-sensory and kinaesthetic approach to teaching. Research has also shown that physical responses planned into lessons help to improve enjoyment, provide opportunities for reinforcement through actions, help memory through actions, increase confidence as movement and games can provide safe ways of speaking aloud and it helps learning through creating a positive atmosphere.

We make the lessons as entertaining and enjoyable as possible as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. We build children's confidence through praise for any contribution that they make in the foreign language, however tentative.

We allow for differentiation, with a range of strategies, which include:

- Providing resources and setting tasks of different complexities, matched to the ability of the child.
- Setting common tasks which are open-ended and can have a variety of responses.
- Providing speaking and writing frames to scaffold responses.
- Using a range of questioning.

## 2. Assessment

The children are assessed continually throughout the year, with the teacher giving feedback orally, through marking and verbally.

This process is supported by the end of KS2 statements in the National Curriculum 2014. Children regularly review their work against 'I can...' statements for their year group, which mark the beginning of the outcomes of work for that year, in the child's French books. Achievement of these is then verified by the teacher, with reference to the outcomes of work and responses during lesson.

This system ensures that assessment informs planning, with objectives requiring further consolidation, being quickly identified, with opportunities for coverage, planned for. Progress

towards and achievement of these statements is also used to inform end of year reporting on MFL to parents. By the end of the year, children are expected to have achieved 90%+ of the year group objectives if they are working at, at greater depth, or above the age expectation.

### **3. Planning and Resources**

The school has adapted the Planit scheme of work, supported by BCC Languages scheme, to provide teachers at all levels of French with a weekly plan, to ensure that French is taught with accuracy and confidence. A number of audio and visual resources are also referenced in the planning and these can be accessed by all staff on the school's shared curriculum drive. Film clips of native French speakers, using key phrases and vocabulary, ensure that children are provided with further effective models of the language.

A number of related resources, including flashcards, audio and book CDs have also been added to the school's 'shared drive', allowing easy and constant access in all classrooms.

The school also has a number of links with the secondary schools that support the teaching of French through the involvement of KS3 students as role models. These sessions, support the transition between KS2 and KS3 and extend learning and promote speaking and listening skills between the older and younger children.

The school uses a range of software to support language learning. Further resources for use with the interactive whiteboards are also referenced in each lesson plan. The software and internet sites also provide access to native speakers speaking so that the children can hear the languages spoken correctly and develop correct pronunciation and we have developed skype links with Madrid. Children are also use technology to record songs in French and speaking and listening tasks.

### **4. Organisation**

We teach French to all children from the beginning of early years through KS1 and throughout KS2. MFL is introduced in early years and lesson duration is built up throughout KS1 in preparation to be taught as part of the weekly timetable in lesson durations of 30 minutes in KS2. The language is taught by the class teacher which we consider to be important as the teacher can follow up throughout the week providing the constant revision needed for effective language learning. For example, class instructions can be given in French, beyond the weekly French lesson, to develop the children's vocabulary in context.

To further support the successful delivery of French, the subject leader attends regular training in the borough and disseminates good practice to staff throughout the school providing language and vocabulary, book lists and adapted resources. The subject leader is also responsible for ensuring that lesson plans from the Planit scheme of work are successfully adapted.

### **5. EYFS**

In EYFS French is introduced to the children when the class teacher feels the children are ready. Children are taught French through the use of songs and music; they are then able to develop:

- The ability to identify sound
- The ability to mimic
- The willingness to have a go and take risks
- Their enthusiasm and capacity for enjoyment
- The ability to develop confidence and positive attitudes to languages

### **6. KS1 and KS2**

## **KS1**

The content and skills of French lessons in KS1 provide a sound foundation for later learning. French lessons across the school are planned to allow progress towards and achievement of the objectives stated in the 2014 National Curriculum. In KS1 lesson duration will be built up throughout the KS1 e.g. 15 minutes in year 1 working towards a full 30 minutes in year 2.

We teach the children to know and understand how to:

- ask and answer questions
- use correct pronunciation and intonation
- memorise words
- interpret meaning
- understand basic grammar
- work in pairs and groups to communicate in the other language
- look at life in another culture
- read and write simple words and basic sentences

## **KS2**

In KS2, the MFL provision meets the statutory guidance of the KS2 National Curriculum. Lessons are adapted from the Planit scheme.

We teach the children to know and understand how to:

- Engage in conversations, express opinions and respond to those of others
- Speak in sentences using familiar vocabulary, phrases and basic language structures
- Present information and ideas orally to a range of audiences
- Understand basic grammar including gender of nouns, definite and indefinite articles, singular and plural forms of noun, and conjugation of key verbs.
- Write words and phrases from memory
- Use a dictionary
- Adapt phrases to create new sentences describing people, places things and actions orally and in writing
- Broaden their vocabulary and develop ability to understand new words that are introduced into familiar written material.
- Read carefully and show understanding of words, phrases and simple writing.
- Explore the patterns and sounds of language and link the spelling, sound and meaning of words.

## **7. Equal Opportunities**

At Aston Lodge we are committed to promoting equal opportunities irrespective of socio-economic background, gender, disability and ethnicity in all areas of the curriculum. We believe all children should have access to and participation in the learning of languages and to be supported in this process.

## **8. Inclusion**

At Aston Lodge, we teach a modern foreign language to all children. A modern foreign language forms part of the school's commitment to providing a broad and balanced education to all children. Through our modern foreign language teaching, we provide learning opportunities that enable all children to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

### **9. Role of the Subject Leader**

Recorded outcomes which link directly to speaking and listening tasks are recorded in children's books, which are monitored termly by the subject leader to ensure coverage.

The coordination and planning of the MFL curriculum are the responsibility of the Subject Champion, who also:

- supports colleagues in their teaching, by keeping them informed about current developments in MFL
- Writes a subject development plan, informed by the whole school development plan
- observes and gives feedback to teachers on their teaching of French
- attends specialist courses and ensures content is disseminated to staff

### **10. Parents**

Parents are encouraged to inform the school about the languages they. If they have a particular expertise in languages, we can involve a parent in delivery of lessons/clubs or events. Parents are always welcome to come and read stories in French and other languages.

Parents are encouraged to attend 'French Celebration Assembly' to celebrate and promote intercultural understanding.