



Winslow Church of England School

Statement of Intent for Modern Foreign Languages

(French)

Vision

At Winslow Church of England School, our vision is '**Let your light shine**'. The rainbow symbolises God's unconditional love for each individual. We seek to reflect that light in all we do: in our community, both local and wider, our communication, both word and action, with curiosity and courage, and with care and compassion for everyone, inspiring a love of learning.

Through our language curriculum we foster a love of learning where pupils' curiosity is encouraged enabling them to confidently explore and discover the world around them. In our ever-changing world, pupils need to have the awareness of different languages and cultures and the curiosity to find out more in a respectful manner. Through our active, engaging and purposeful curriculum, we inspire and excite our children and foster a thirst for this knowledge. We believe that these opportunities will ensure that our pupils are confident, life-long learners who will explore the language of French and be positively curious about other languages.

French teaching is good at Winslow CE School when children:

- develop an interest in learning other languages.
- are introduced to another language in a way that is enjoyable and stimulating.
- develop confidence to explore their creative skills through the exploration of another language.
- have their curiosity about language stimulated.
- develop their awareness of cultural differences in other countries.
- develop listening, speaking, reading and writing skills in French.
- can lay the foundations for future language learning.

Aims and Purposes of Modern Foreign Languages

'Learning a foreign language is a liberation from insularity and provides an opening to other cultures. 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. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.' National Curriculum 2014

Curriculum Aims

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.

Intent

Our French scheme of work follows a progressive framework set out by the Kapow scheme of learning. It is based on a carefully planned sequence of lessons that ensures progressive coverage of the skills required by the National Curriculum. Lessons stimulate pupils' curiosity and enables pupils to begin to express their ideas and thoughts in the new language and to understand its speakers, both in speech and writing. At the heart of our French curriculum is the desire to expose children to authentic French, so the scheme of work selected offers regular opportunities to listen to native speakers.

In Lower KS2, pupils acquire basic skills and understanding of French with a strong emphasis placed on developing their speaking and listening skills. These are embedded and developed further in Upper KS2, alongside reading and writing, gradually progressing onto more complex language concepts, and greater learner autonomy.

Through the Kapow scheme, we intend to inspire pupils to develop a love of languages and to expand their knowledge and understanding other countries, cultures and people. We aim to help pupils grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies.

Additional opportunities are provided in Modern Foreign Languages, such as workshops run by local secondary pupils and a whole school 'European Day of Languages.'

EYFS

In the early years, the development of pupil's spoken language underpins all seven areas of learning and development. Back-and-forth interactions from an early age form the foundations for language and cognitive development. By commenting on what pupils are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build pupil's language effectively so that they become comfortable using a rich range of vocabulary and language structures through opportunities including:

- Reading frequently to pupils, and engaging them actively in stories, non-fiction, rhymes and poems
- Conversation, storytelling and role play, where pupils share their ideas with support and modelling from their teacher
- Questioning that invites pupils to elaborate

Through 'Understanding the World', pupils are given opportunities to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Key Stage 1

At KS1, when the teaching of foreign languages is non-statutory, any opportunities for positive learning experiences of additional languages, through song, rhymes, poems and/or word games, are encouraged, particularly when these may enable learners from a variety of backgrounds to share their cultural and/or linguistic heritage with their peers in the classroom. Early exposure to other languages is likely to stimulate curiosity and interest in the wider world.

Implementation

Pupils have weekly lessons in French throughout Key Stage 2 using the Kapow Scheme of learning in addition to other resources. This allows for a development of skills and knowledge to be taught and revisited year on year in a sequential manner utilising and building upon prior learning. The sessions offer insights into the culture of French-speaking countries and communities. The introduction and revision of key vocabulary and grammatical structures is built into each lesson.

Teachers create a positive attitude to language learning within their classrooms and have an expectation that all pupils are capable of achieving high standards. Our whole school approach to the teaching and learning of Modern Foreign Languages involves the following:

- Each lesson should be taught using the audio-enabled resources provided and supporting lesson presentations where appropriate
- New and key vocabulary is recorded in vocabulary books, which will remain with pupils throughout their time in KS2.
- Teachers adapt the resources to support active engagement and meet the different learning styles and needs of each classroom

Following the scheme enables the teaching of three core strands of essential knowledge:

- **Phonics:** the key components of the sound-writing relationship, supported by 'Mouth mechanics' pupil videos, which native speakers present, support this learning by including an in-depth look at the shape of the mouth when creating each phoneme.
- **Vocabulary:** a set of the most frequently used words.
- **Grammar** – the essential building blocks required to create simple sentences independently.

Knowledge Organisers are used to recap basic or prior knowledge, address any new or important vocabulary and to pre-teach a concept.

Events such as 'European Day of Languages' allow pupils to come off-timetable where possible, to deepen their curiosity of other languages, cultures and traditions.

Opportunities for workshops run by pupils at the local secondary school provide broader provision and the application of knowledge and skills in addition to building a relationship with language teachers ahead of transition.

Impact

We measure the impact of our curriculum through the following methods:

- Observing children speaking and listening in another language
- Marking of written work
- Images and videos of children completing speaking and listening activities
- Interviewing the pupils about their learning (pupil voice)
- Learning walks
- Subject tracking

Class teachers will make use of knowledge catchers and assessment quizzes which can be used at the start or end of each unit.

The MFL subject leader monitors the impact MFL teaching on the pupil's learning, through work scrutinies, to ensure the progress of knowledge and skills is being taught. They will also ensure the knowledge taught is retained by the pupils and continually revisited and that the learners are able to apply the skills they have been taught to a variety of different settings, showing independence with their learning. Impact will also be measured through key questioning skills built into lessons and summative assessments aimed at targeting next steps in learning.

After the implementation of French, pupils should leave school equipped with a range of language-learning skills to enable them to study French, or any other language, with confidence at Key Stage 3.

By the end of Key Stage 2, pupils will:

- Be able to engage in purposeful dialogue in practical situations (e.g., ordering in a cafe, following directions) and express an opinion.
- Make increasingly accurate attempts to read unfamiliar words, phrases, and short texts.
- Speak and read aloud with confidence and accuracy in pronunciation.
- Demonstrate understanding of spoken language by listening and responding appropriately.
- Use a bilingual dictionary to support their language learning.
- Be able to identify word classes in a sentence and apply grammatical rules they have learnt.
- Have developed an awareness of cognates and near-cognates and be able to use them to tackle unfamiliar words in French, English, and other languages.
- Be able to construct short texts on familiar topics.
- Meet the end of Key Stage 2 stage expectations outlined in the National curriculum for Languages.

Equal Opportunities and SEN

All pupils irrespective of ability or special educational need, should be taught a foreign language. Every pupil has the statutory right to a broad and balanced curriculum.

A pupil with SEN should be actively encouraged to participate fully in MFL lessons with the necessary support and appropriate adaptations or scaffolds.

Teaching modern foreign languages is a vital way to directly address pupil perceptions and potential stereotypes. It allows us to actively promote positive attitudes and values towards cultural and or religious diversity and to directly tackle any form of cultural and negative stereotyping.

Spiritual, Moral, Social & Cultural (SMSC) Development in French

By choosing French as our Modern Foreign Language, this allows us to explore the culture and social aspects of both our own British values as well as those of other countries. By exploring the spiritual, moral, social and cultural aspects of other countries, we are able to reflect upon our own national idiosyncrasies and core British values.

Spiritual Development

Pupils are given the opportunity to reflect upon and share their own beliefs, comparing them to those of a variety of French children. It is an opportunity to see that both Britain and France are multidenominational. Later on, pupils compare the influences each country has had on other countries where both language and spirituality have been shared. Pupils are able to share their festivals associated with their religion and explore the French equivalents, looking at similarities and differences.

Moral Development

Pupils are able to tackle topics and ask questions involving moral issues. They explore the role of the family and discuss who is important to us and why. Pupils are given a strong sense of self and are able to express opinions and preferences.

Social development

Making sure pupils acquire social skills in order to interact with different people is integral in our taught French at Winslow CE School. The focus on interacting and conversational French provides opportunities to concentrate on interpersonal skills. Being able to use verbal and nonverbal means of communication really strengthens our pupil's interactive capabilities, which are essential skills when considering social development.

Cultural Development

French offers an excellent opportunity to learn about another culture, while reflecting on our own British culture. As pupils compare homes, festivities and other cultural events, it is essential that they are able to draw from their own experiences to fully engage. Direct comparisons serve to heighten their awareness of their own culture and develop a sense of pride and national identity. It is also a good opportunity to reflect upon our own cultural diversity.

