



Wawne Primary School

Intent, Implementation and Impact Statement

Modern Foreign Languages

Intent

At Wawne Primary, the intention of our MFL curriculum is to develop an interest in and thirst for learning other languages. The learning of the French language and the understanding of French culture have been introduced in enjoyable and stimulating ways. We aim to embed the skills of listening, reading, speaking and writing and to build the children's cultural knowledge so that they are aware of similarities and differences between cultures. In so doing we hope to lay the foundations for future language learning.

In the past French was only taught at KS2 at Wawne Primary, however we have changed this to include Foundation and KS1, as we are aware of the huge benefits language learning can provide to all children's learning journey. Our aim is to provide a broad and balanced curriculum, ensuring the progression of knowledge and skills for all children.

Foundation stage 2 and Key stage 1

Aims

The aims of learning a foreign language at Foundation Stage/KS1 are the same for those at KS2:

- Foster an interest in learning another language
- Introduce young learners to a different rich language environment in a way that is enjoyable and fun
- Stimulate and encourage learner's curiosity about language
- Encourage learners to be aware that language has structure and that structures differ from one language to another
- Help learners to understand cultural differences in other countries
- Develop their speaking and listening skills

The scheme of work for MFL at Foundation Stage/KS1 will give the children a basic grounding in French and will complement the scheme of work for MFL at KS2.

The curriculum is carefully planned around logical pupil progression in the '3 pillars' of language: phonics, vocabulary, grammar – and the interplay between them but in an age/stage appropriate way

Keystage 2 aims:

All pupils should:

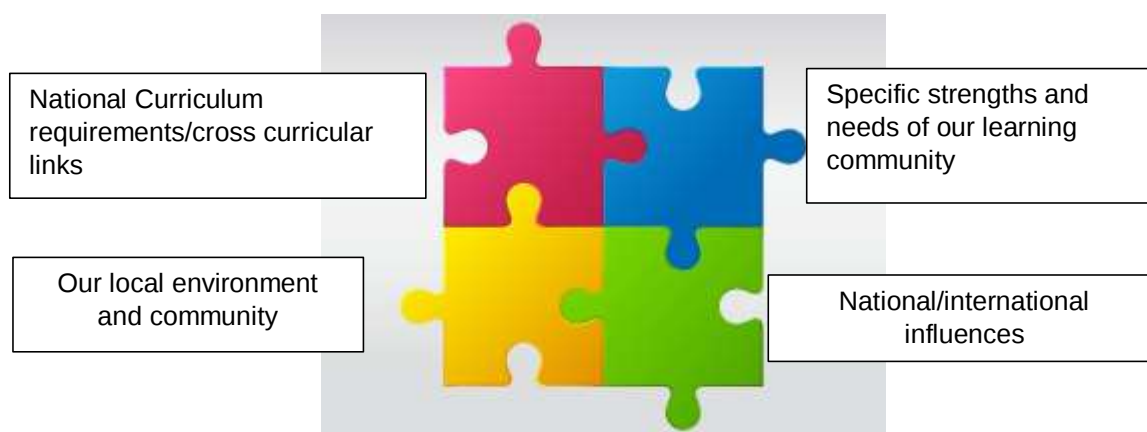
- understand and respond to spoken and written language from a variety of authentic sources

- 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.

Through the teaching of French from an early age, we intend to develop a MFL curriculum which:

- Allows children to be part of creative and engaging lessons that will give them a range of opportunities to explore French through a process of speaking, reading, listening, writing and research.
- Gives each pupil a chance to believe in themselves as linguists and develop the power of resilience and perseverance when faced with language challenges.
- Builds upon children's knowledge and understanding throughout their learning journey and prepares them to become successful in the next stages of their learning.
- Encourages children to have the ability to work both independently and in cooperation with others.

What makes us-us?



This jigsaw ensures that the things we learn and the way we learn them are unique to our school community so that learning is not only informative, but is active, relevant and meaningful with a 'real world' influence and context. Our knowledge rich curriculum has to be balanced with the opportunity for pupils to apply their knowledge creatively that will in turn help them become skilful creators.

A focus area for our children is to be made aware of cultural diversity, as educating children about a variety of cultures brings many benefits. Children who learn about diversity and cultural awareness have better social skills, increased confidence and are often more

accepting of people who are different from themselves. Providing early cultural diversity education to children whose personality traits and attitudes are still developing could be a potential solution to discrimination and the rise in hate crimes aimed towards minorities in the UK.

Educating children in diversity increases creativity, encourages open-mindedness and provides a wealth of opportunities. It lays down the foundations for an inclusive society that embraces differences. This education needs to start at primary school so children can reap the benefits and grow to be part of a more inclusive generation.

We want our children to view their MFL knowledge and skills not in isolation, but to recognise and make links between other curriculum subjects such as History, PSHE, Geography, Computing, Music, Art and R.E. We want future teaching and learning to be built on previous experiences so that there are opportunities to practise skills and techniques to deepen and solidify their understanding.

Implementation

All children have the opportunity to learn French as a Modern Foreign Language. Lessons are interactive and fun, with lots of songs, games and stories. All sessions follow a carefully planned Scheme of Work adapted and tailored from our core scheme 'La Jolie Ronde.' We tailor our lessons using this scheme, to produce an effective languages curriculum that focuses on the building blocks of language: phonics, vocabulary and grammar. It helps learners make connections between sounds, words and sentences as they produce and understand ever more complex sentences and texts.

All children in F2, KS1 and KS2 are taught French in a weekly lesson. Children are taught using clear modelling and a range of resources that help to develop their knowledge and understanding of the French language and culture. Children learn at their own pace using a range of activities and children with additional needs are included in whole class lessons. Where necessary, teachers provide support.

We are keen to develop children's understanding of French culture and life and, as part of this, we have a close and valued link with Madame Dupres and her family who live in the Les Vosges region of France. We believe that this is an important part of children experiencing cultural diversity.

Our MFL curriculum has been designed to progressively develop skills in French. The scheme ensures that the children acquire a bank of vocabulary organised around topics. This vocabulary is revisited and used during other topics thus ensuring that development is progressive as the units build on previous knowledge from units already studied.

Children then have the opportunity to explore and make comparisons between different cultures. We believe that this is an important part of children experiencing cultural diversity.

Foundation Stage 2 are taught French weekly using short activities which link closely to the Early Years Foundation Stage curriculum and offer the opportunity for children's development and learning across the following areas:

Personal, social and emotional development

Communication, language and literacy

Knowledge and understanding of the world

Physical development

Creative development

The short activities may be repeated several times throughout the week to consolidate the learning.

Here at Wawne Primary there is a focus on French outside the classroom as we have implemented a whole school approach to successfully integrate language. Greetings are used with children other than in the French lesson. The singing of songs, in French, takes place whole school during singing practise, productions, music classes and has also been incorporated into music lessons where possible. Each class has a French display to reinforce learning taking place during the French lesson and signs have been displayed around the school to make language learning more meaningful and give it a purpose. This encourages a love of languages throughout the school.

Impact

French assessment is ongoing throughout the teaching sequence and informs teachers' planning and differentiation of work. Summative assessments are completed at the end of each term and data entered on the school's online assessment tool. Analysis of outcomes is used to inform leaders of school improvements or skills that need to be enhanced.

Formal assessment is not a feature of languages at Foundation Stage and Key Stage 1. A record of some of each pupil's work, in the form of, e.g. photographs, sound recordings and displays, together with simple 'I can do' statements will be kept in the form of a 'Language Scrapbook' or work book to celebrate the children's achievements in MFL. In addition, planning will include clear references to the EYFS to show links between the children's activities in French and their EYFS profile.

At Key stage 2, French is assessed throughout the lessons using East Riding Age Related Expectations and the children are encouraged to assess their own learning, using Child Speak Age Related Expectations. This is evidenced in pupil's books.

Other methods include:

Images and videos of the children's practical learning.

Learning walks.

Pupil Interviews.

Book scrutinies in staff meetings.

Teacher assessment on OTrack

Annual reporting of subject standards

The impact on our children is that at the end of their learning journey they will have made clear progress, become more confident speakers and writers of the language, gained transferrable skills and become much more culturally aware.

We hope that as children move on from Wawne Primary to further their education and learning, that their passion for language will continue to grow and develop with them and that the pupils see the benefit of language learning as a vital skill that will help them to become more purposeful citizens who contribute to our society.