

Individually Strong, Collectively Stronger!



Modern Foreign Languages

Intent:

Children at Allen Edwards will leave with a secure understanding and knowledge of the early building blocks to language learning: sounds, words and rules. They will acquire basic skills, which are embedded and further developed as children move through KS2, with a strong emphasis on practical communication. Through regular opportunities to achieve success, pupils will confidently and enthusiastically develop language understanding (reading and writing) as well as language production (speaking and listening) skills. Our progressive curriculum will revisit core knowledge and provide time to practise to enable children's French ability to increase over time, resulting in faster recall requiring less effort and fewer errors. The curriculum will support and challenge learners without cognitive overload. Learning French will develop children's knowledge, equip them with the cultural capital they will need, deepen their understanding of the world, foster an appreciation for different cultures and lay the foundations for further language learning as they progress along their educational journey.

Impact:

As children move through their learning journey at Allen Edwards, they develop a secure grasp of conversational French. Pupils have a good understanding and recall of key topic vocabulary and utilise this in speaking, listening, reading and writing. Through a progressive curriculum, children formulate sentences orally and in written form to communicate as increasingly confident linguists. Through developing strategies to use the knowledge that they have acquired, our pupils are able to decipher the meaning of increasingly complex sentences and short texts. Children develop their ability to listen and understand French beginning with simple words and phrases working towards more complex sentences. Because of the high levels of enjoyment and motivation during French learning, all children continue to develop a curiosity about different languages and begin to explore how French is similar and different to English.

Implementation:

Language learning begins in Year 3 and is taught fortnightly for an hour in each year group within KS2. In Year 3, one of the teachers studied languages to degree level. She teaches French, as an expert, across the year group. To build upon this, a native French-speaking additional adult, with the support of the Year 4 teachers, ensures that French lessons within this year group are developmental from their starting points, accurately taught (especially in pronunciation and grammar structures) and consistent. As the complexity of language learning increases, a native, French-speaking HLTA delivers the lessons in Year 5 and Year 6. This allows for progression in the children's speaking, listening, reading and writing of French as more challenging texts are used and expectations for the amount of French spoken throughout the lessons increases. This is in line with children's knowledge of French becoming more accessible and automatic within their schema. The children complete one unit of French (e.g. Les Animaux) every long term, therefore completing three units per year. This allows for vocabulary and rules to be revisited and embedded before moving on to another unit of work.

Lessons are engaging, stimulating and interesting for children, due to the varied teaching strategies employed. The use of videos, games, songs, role play, call and repeat and investigative tasks ensure that children are motivated through being successful when learning French. A clear focus on vocabulary is achieved in lessons balancing the number of words taught with depth of knowledge – ability to use and understand the words – and fluency of use. The focus on speaking and listening is clear in every lesson across the school to ensure that children see language learning as purposeful. Reading and writing are also incorporated in French lessons however there is a clear drive to promoting practise of conversational French through a strong verbal element. Children are motivated to speak in French and practise their word selection, grammar and pronunciation. Teachers have high expectations during French lessons and ensure that there is participation of all, through scaffolding, resourcing and praise.

Teacher questioning and modelling are integral to learning within French lessons. Teachers asked a range of open and closed questions to systematically check the understanding of all children and to gather further information about their language learning. This then informs the next part of the lesson and ensures that prior knowledge is secure before moving on to new concepts within French. Modelling, especially in speaking, allows children to build an understanding of a new language. Real-life contexts are used to reinforce the purpose and meaning of developing language learning amongst the children. Pronunciation, reading and writing are demonstrated where appropriate across KS2 lessons to allow for learning to be embedded. Modelling is used across the year, with core knowledge such as basic conversational French (e.g. hello, how are you? What is your name? where do you live?) constantly revisited to ensure consolidation of learning.

Each KS2 classroom displays the key vocabulary for the unit of work in order for children to be able to access it as a resource during the lesson. This also provides opportunities for children to revisit and embed French knowledge outside of French teaching. Alongside this, knowledge organisers are accessible for all children during their French lessons as a tool to support their language learning. These supportive resources and tools meet the needs of all pupils through the use of visuals and are reinforced through the teaching and learning within the lesson.

Lesson tasks are meaningfully linked to the learning and allow children to develop their reading and writing skills. Vocabulary and sentence structure are modelled to ensure children have clarity on the grammatical rules of writing in French. Through lesson tasks, children are also given time to practise speaking and listening skills to revisit, embed and improve their language production. Through the Language Angels scheme, children are exposed to authentic texts, including menus, stories, posters and leaflets. Techniques for understanding texts are explicitly taught and practised so that children could use these when visiting French-speaking countries.