

St Stephen's CofE Primary School – MFL Vision, Implementation and Impact

2023-2024

Vision Statement

At St Stephen's, we want to instil a love of language, a love of learning a foreign language. We believe that the learning of a foreign language provides opportunities for our pupils to become better citizens of the world, being inclusive, socially-minded and understanding of other cultures and traditions. We have chosen to teach French as our Modern Foreign Language – it is spoken in 29 countries and is the closest foreign country to the UK of a different culture, making it more accessible. We explore similarities and differences with our English language but also explore the similarities with other Romance languages (Italian, Spanish, Portuguese, Swiss Roman, Romanian, French Creole...). This also gives the children a different perspective into their own English culture and heritage. We delve into francophone cultures in these various countries and raise awareness of our multi-lingual and multi-cultural world, encouraging children to develop their tolerance and respect for difference and diversity. When and where possible, we make cross-curricular links, making the learning of a foreign language even more relevant, whilst reinforcing the knowledge, skills and understanding developed in other subjects.

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

It is intended that the children will leave St Stephen's with a natural curiosity and confidence to explore other countries, cultures and languages, accepting that, in a multi-lingual society it is a valuable skill to be able to communicate effectively with others in another language.

Implementation

At St Stephen's, our French Curriculum Map follows a clear path from EYFS, through to KS1, revisiting and deepening the learning of the language in KS2, with a specialist native French-speaking teacher. A structured approach to learning French ensures the children can build and consolidate their language skills and use this when new topics are introduced. Our pupils acquire communication and literacy skills that lay the foundation for future language learning, increasing their cultural capital.

We use a variety of techniques to encourage children to have an active engagement in Modern Foreign Languages, starting from the first minute in the classroom with the register in French when possible, followed by a greeting song or poem, learning in our fun and energetic sessions. In all lessons, at all times, previous language will be recycled, revised, revisited, recalled and consolidated whenever possible and appropriate, with the class teachers as well as the MFL teacher, enabling automaticity. The lessons are as enjoyable as possible, allowing the children to develop a positive attitude to the learning of Modern Foreign Languages.

In EYFS, we always start with a French greeting song. We revisit known traditional stories (*Little Red Hiding Hood, The Three Little Pigs,...*) in French and learn traditional French songs with familiar characters in interactive and exciting activities. We try to put a lot of physical elements in the lessons to actively engage the children.

In KS1, we increase the vocabulary through games, songs, rhymes and activities, revisiting similar themes as in EYFS in every 30-minute lesson. There are a lot of mimes and actions accompanying the new vocabulary and the children are keen to use their deductive skills to translate. Counting and colours always feature in our activities and children quickly recall and add to their knowledge in a fun way.

In KS2, sequencing continues with our broad and balanced curriculum, enabling children to increase their listening, speaking, writing and reading skills, as set out in the aims of the National Curriculum. Every group of themed lessons start with listening and speaking fun activities, where the children are encouraged to repeat as much as possible, concentrating on accurate pronunciation of new words and substantive knowledge. The following lessons will focus on the reading and writing of this newly acquired vocabulary, with the accompanying grammar points, and the final lesson will often be role-plays where the children make up their own sentences and can confidently use the new vocabulary in a meaningful setting, the disciplinary knowledge.

At St Stephen's in KS2, we teach the children to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

Impact

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

- Observing children speaking and listening in another language, using both substantive and disciplinary knowledge
- Instant feedback in lessons, addressing misconceptions and pronunciation accuracy
- Continuously revisiting and recalling previous knowledge
- Key questioning within lessons
- Revising/marking written work, in books or on whiteboard
- End of term assessment presented as quizzes
- Images and videos of children completing speaking and listening activities.
- Interviewing the pupils about their learning (pupil voice)
- Getting feedback from both pupils and teachers in their secondary school (Y6 leavers)
- Annual reporting of standards across the curriculum to parents.

Children are actively encouraged to practise their French conversations with other children and adults around school and with parents at home, bringing the target language into their everyday lives.

We aim for our teaching of MFL to have a great impact on the lives of our children, not only through the development of language & cultural skills, but giving them the tools to continue learning, instilling a love of learning, providing the building blocks necessary to progress in secondary school and their educational journey beyond, in whichever language they choose to learn.