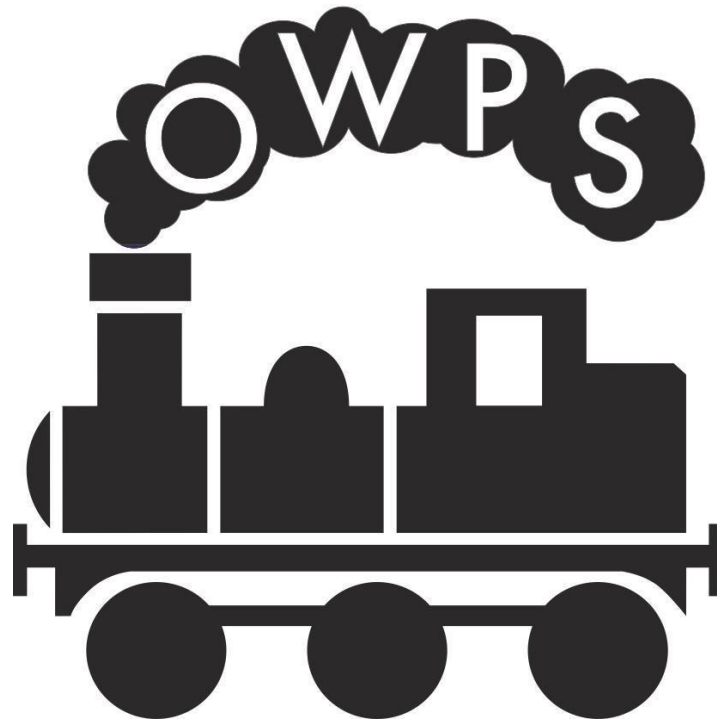


# Orton Wistow Primary School



## What Does Modern Foreign Languages Look Like?

At Orton Wistow Primary School, we endeavor to deliver a high-quality Modern Foreign Languages curriculum that nurtures pupils' curiosity and develops their understanding of the world. We aim to deliver lessons that are fun and motivating while developing pupils' listening, speaking, reading, writing and grammar skills in one language.

This document will outline our approach to Modern Foreign Languages and sets out how this is delivered to our pupils.

A Hayden  
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## 1. Overview

At Orton Wistow Primary School, children are taught the French language. Children are taught progressively through years 3 to 6, taking part in activities that build on prior learning and ensure progression in all areas. At Orton Wistow Primary School, language skills are taught using the Euro Stars New Primary French scheme. Each year group explores three different topics during the school year; one topic per term.

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 3</b>	On y va! (All aboard)	L'argent de poche (Pocket Money)	Raconte-moi une histoire! (Tell me a story!)
<b>Year 4</b>	Vive le sport! (Our sporting lives!)	Le Carnaval des Animaux (The Carnival of the Animals)	Quel temps fait-il? (What's the weather like?)
<b>Year 5</b>	Notre école (Our school)	Notre monde (The world around us)	Le passé et le présent (Then and now)
<b>Year 6</b>	Ici et là (Out and about)	Monter un café (Setting up a café)	Quoi de neuf? (What's in the news?)

## 2. How we teach Modern Foreign Languages

We use the Languages Primary Curriculum objectives as guidance for teaching MFL at Key Stage Two. French is taught using the Euro Stars New Primary French scheme. The scheme is an interactive whiteboard programme including lesson plans and resources. The scheme is broken down into a Lower Key Stage 2 Stage and an Upper Key Stage Two stage. Each stage is then broken down into year groups which focus on three units per year. Each unit is taught for one term as shown in the diagram in Section 1. Pupils will learn French vocabulary linked to a range of topics including animals, school, and money. Each unit consists of 6 lessons to be taught across the term.

The scheme allows for reinforcement of phonics knowledge and for learning new vocabulary. A lot of the new vocabulary taught will be revisited again in later years. This is because the topics that are covered overlap slightly. Grammar concepts are integrated into children's learning as children become more familiar with sentence and language structure.

We aim to develop pupil's skills in listening, speaking, reading, and writing the French language, including developing grammar skills. The scheme allows for this by providing sections that enhance pupil's speaking and listening skills such as word bank flashcards, storyboards, video stories, and songs and rhymes that are integrated into each session. The scheme enhances pupils' reading, writing and grammar skills by providing sections that give opportunities for reading aloud and writing phrases and sentences using written activity sheets. This results in fun and engaging lessons that are accessible for all pupils. Exploring fun and interesting topics as specified in Section 1 allows for pupils to not only develop their French language skills but also to explore the French culture and way of life. Pupils are provided with opportunities consistently throughout each unit to make comparisons to the way of life and culture in our own country.

Teachers have access to lesson plans and activity sheets that allow for differentiation for the less able pupils and challenges for more able pupils. Teachers are encouraged to adapt lesson planning to suit the needs of the pupils in their class.

In the EYFS, MFL comes under Communication and Languages. Children will listen attentively to different languages and respond to what they hear with any questions, comments and actions during class discussions. Children will use vocabulary they know to make comparisons between languages. MFL also links with Understanding the World as they will learn similarities and differences between life in this country and in other countries, drawing on their knowledge from stories they have listened to and their own experiences.

This will progress into children's learning in Key Stage One. Through their Geography lessons, pupils will make further comparisons between their way of life and that of others around the world. Children will become aware of other languages spoken around the world.

We ensure progression throughout Key Stage Two which the scheme supports. The topics covered across each year group differ but allow for learnt vocabulary to be consolidated and built on as the topics throughout years 4 to 6 are made up of areas that would have been first introduced in previous years. In addition, the outcomes for each year group progress throughout each year. Pupils are expected to listen to and speak in short and simple conversations in years 3 and 4 and detailed conversations of varying length in years 5 and 6. Pupils are expected to write in short simple phrases in years 3 and 4, and detailed sentences and

paragraphs in years 5 and 6. This ensures year 6 pupils leave our school ready for further learning of French in Key Stage 3.

### **3. How are the needs of each pupil met?**

At OWPS, we aim to ensure that all pupils enjoy fun and engaging French lessons that allow for pupils to learn new vocabulary and skills, build on their previous learning, and make progress. As stated in the previous section, teachers are encouraged to adapt each lesson and activity to meet the needs of their pupils.

The Euro Stars New Primary French Scheme provides teachers with a variety of resources to support SEN children. Word bank flashcards and translation banks are available to provide support throughout lessons. Written outcome activity sheets can be scaffolded where needed. The various resources provided by the scheme can also be suited to meet different needs, for example, the word banks can be set to show the written word or show part of the word or to hide the word completely. This allows for the more able pupils to be challenged and for SEN pupils and lesser abled pupils to be aided in their learning.

Teachers also have access to a separate resource bank consisting of a range of resources designed to be integrated into lessons where possible. The resources are a mix of interactive and written outcomes that aid in pupils' engagement and learning.

The Curriculum 2.0 documents can also aid teachers in their planning. All pupils have access to Knowledge Organisers which provide translation banks, language skills and examples of different skills. These can be used as learning aids for SEN and lesser able pupils. They can also be utilized in providing challenges for more abled pupils, independently and in whole class learning.

Teachers have been encouraged to conduct as much of their French lessons in French as much as possible. To aid this, all teachers have been provided with a bank of teacher instructions, questions, and useful phrases to increase their confidence with this.

### **4. Provision for children with SEND.**

In MFL, provision for children with SEND will be in accordance with the school SEND Policy and SEND Information Report. For example, in MFL, children in Year 5 might use a writing scaffold to describe the animals found within a country, or access information from books or websites that are appropriate to their reading ability.

## **5. Assessment**

Pupil progress in French is assessed using the Insight Tracking Statements. Each year group has specific statements for teachers to use when making assessments and these can be accessed across Key Stage Two to support and challenge pupils where appropriate.

Learning walks, book scrutinies and pupil assessment are carried out by the subject lead to monitor the impact of French across the school. The subject lead also uses pupil voice to gain an insight into how pupils feel about French and how we can further develop the French curriculum in school. Pupils are asked for their views and attitudes to learning a language and gaining an insight into other cultures.

Assessment documents including learning walks and annual subject reviews will be saved in the Folder of Excellence. The Folder of Excellence also contains examples of written work, pictures, tweets, and reflections. This is to show evidence of how MFL is taught in school and the impact it has on pupils learning and engagement.