

OAKFIELD ACADEMY

Modern Foreign Languages Policy 2023

Curriculum intent

We teach our children both French & Spanish to generate a fascination for words and how language works, a wider curiosity about the peoples and cultures of French and Spanish-speaking countries and the foundational knowledge to support confident communication in either of these languages.

Purpose of Study

Learning a foreign language is a liberation from insularity and provides an essential 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.

The learning of a foreign language can provide a valuable educational, social and cultural experience for pupils – providing them with:

- Opportunities to communicate for practical purposes in the wider world.
- A foundation for further learning of languages beyond THE Middle School setting, equipping pupils to study and work in other countries.
- An essential opening to other cultures and a widening of experiences and aspiration.
- A new perspective on the world, encouraging them to understand their own cultures and those of others.

Key Stages 2 and 3

The statutory phase of language learning comprises the seven years of KS2 and KS3. The MFL Department at Oakfield Academy is committed to fulfil the aims and deliver the learning outcomes of the National Curriculum Languages programmes of study for both key stages.

In brief, these are to ensure that all pupils at KS2:

- develop their interest in the language(s) and culture(s) of other countries.
- develop their practical communication skills by understanding and responding to both spoken and written language.
- understand basic grammar appropriate to the language studied.
- have a solid foundation for further language study at KS3

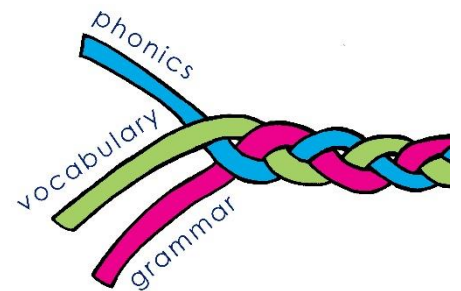
At Oakfield Academy, children in KS2 learn both French & Spanish (rotation mid-year). Students then choose the language they wish to study at KS3,

Curriculum implementation

Essential Knowledge

We teach three core strands of essential knowledge:

1. **Phonics** – the key components of the sound-writing relationship
2. **Vocabulary** – a set of the most frequently used words
3. **Grammar** – the essential building blocks required to create simple sentences independently (including gender of nouns, singular and plural forms, adjectives (place and agreement), and the conjugation of key verbs.



Our French & Spanish curriculums are designed to enable our children to:

- Develop linguistic and communicative competence
- Extend their knowledge of how language works
- Explore similarities and differences between many languages and English

The teaching of a foreign language to every child in KS2 & KS3 is a statutory requirement, as set out in the National Curriculum Programmes of Study (2014).

In line with the NC Programmes of Study, our children learn to:

- Listen and show understanding by joining in and responding
- Link the sound, spelling and meaning of words
- Read aloud with accurate pronunciation
- Read and show understanding of phrases and simple texts
- Speak in sentences
- Describe people, places, things in *speech* and *writing*
- Ask and answer questions
- Express opinions
- Write phrases from memory
- Adapt phrases to create new sentences
- Use a dictionary

Our children also learn key cultural and country-specific knowledge. For example, by the end of KS2, our children:

- can name and locate on a map countries where French or Spanish is spoken
- know the key geographical features of France/Spain, including continent, surrounding seas and oceans, main mountains and rivers, capital city
- know the name and some detail about at least one festival or tradition from France/Spain
- know at least one typical food from France/Spain

KS2 Curriculum provision

Our KS2 children have a weekly MFL lesson of 60 minutes. Further opportunities to recycle key vocabulary (e.g. numbers) and develop children's confidence are often built into classroom routines (including greetings, providing instructions, registration, rewards and praise on a more regular basis).

A detailed scheme of work with audio-enabled resources for every lesson is provided, in order to minimise unnecessary teacher workload. Teachers may, if they wish, adapt the resources to support active engagement and meet different learning styles for different cohorts of children.

KS3 Curriculum provision

Children opt into French or Spanish at the end of year 6 and have two hours per week with secondary trained subject specialists.

The curriculum provided is in line with the new MFL curriculum and it ensures a good progression at KS4 for those who opt for a language then. This is in terms of the 4 basic skills (reading, writing, speaking, listening) but also in terms of language learning skills, translation, retrieval, dictionary skills, grammatical knowledge, phonics/pronunciation and being exposed to authentic & relevant resources.

At KS3, the MFL department is using a brand new scheme of work, which are more engaging, authentic & relevant to the youth of today and contain quantities of cross-curricular work as well as being in line with the Academy Infinity Curriculum. The topics in the new scheme of work will facilitate transition into year 9.

Equal Opportunities and SEN

Ultimately, we want our students to

- understand the importance of learning a language without necessarily excelling at it,
- be curious/interested in other cultures & showing empathy,
- have confidence that they have enough knowledge to pursue their language learning journey,

All of the above are being underpinned by the Academy Infinity Curriculum.

Role of the Subject Leader

The subject leader will:

- ensure staff are fully aware of statutory requirements and their associated responsibilities in terms of policy and practice
- support staff in terms of access to SOW and resources
- monitor the quality of teaching and learning
- draw upon advice, support and expertise where necessary and in order to improve provision
- liaise to organise training and support to develop teacher subject knowledge and expertise.

How does our curriculum ensure equity?

Our SEND pupils are the responsibility of all staff and our policy fits in with the overall Academy policy. All MFL teachers have annotated seating plans to identify both our pupil premium and SEND students. Some pupils have additional TA support in classes in order to be able to reach their full

potential. Additionally we use the Somerset Graduated Response Tool to respond to the needs of our pupils.

In the languages department we adapt our teaching and use a variety of strategies to meet the needs of our learners.

SCAFFOLDING is breaking up the learning into chunks and providing a tool, or structure, with each chunk. When scaffolding **reading/listening tasks**, for example, we might

- preview the text, discuss key vocabulary, teach students the importance of making predictions, getting the gist, decoding,
- or chunk the text and then read and discuss as we go.

With differentiation, we might give a child an entirely different piece of text to read (see differentiated texts given to Y7 students for their end-of-module assessment on the topic of Sports), or shorten the text or alter it. When a text is the same for all students, the comprehension questions are set in an increasing level of difficulty (similar to GCSE format).

When it comes **to writing or speaking assignments**: The main task is the same for all students, however, the expectations in terms of complexity of language or manipulation of grammar is different. Additionally we provide Knowledge Organisers at KS2 and Language and Grammar booklets at KS3 in order to support the production of spoken and written language.

Here are further examples of scaffolding strategies in MFL that can support student learning.

SHOW AND TELL

Modelling is a cornerstone of scaffolding. We show or demonstrate to students exactly what they are expected to do by modelling ourselves and sharing with the whole class or by providing students with outstanding peer work from previous years. Marking ladders are also useful for students to understand better the required content.

TAPPING INTO PRIOR KNOWLEDGE

Recycling prior knowledge (key vocabulary, grammar points, phrases etc...) is key in language acquisition. Links are made in lessons between topics and within different contexts.

GIVING TIME TO TALK

All learners need time to process new ideas and information. They also need time to verbally make sense of and articulate their learning. Structured discussions really work best with children regardless of their level (mini-plenaries, peer/pair work, correcting misconceptions) and they take place on a regular basis in Modern Languages lessons.

PRE-TEACHING OF VOCABULARY

Pre-teaching vocabulary in MFL lessons can be done through homework or matching activity in a starter activity. Use of mnemonics, flashcards, images, stories, symbols or drawings the foster the memorisation of vocabulary. Give time for small-group and/or whole-class discussion of the words. Not until they have done all this should the dictionaries come out.

USE OF WRITING FRAMES & CHATTY MATS/SPEAKING GRIDS

They are key scaffolding tools in MFL learning that help guide and shape students' thinking and understanding with a focus on accuracy.

PAUSE, ASK QUESTIONS, PAUSE, REVIEW

Scaffolding a lesson may, in fact, mean that it takes longer to teach, but the end product is of greater quality and the experience much more rewarding for all involved. Hence, the need of differentiated the type of questioning.

Curriculum impact

KS2 Assessment

Children are continuously assessed on the knowledge they are taught in lessons, whenever they are called upon to understand and/or produce language, without reference to resources. Periodically they complete achievement tests in phonics, vocabulary and grammar covering all modalities (i.e. listening, speaking, reading and writing), which assess the specific knowledge they have been taught.

KS3 Assessment

- *Through formative assessments: Traffic lights system (RAG), work on mini-whiteboards, oral recall during starter, mini plenaries, questioning (probing questions + asking the correct question at the right time), true or false, correct my mistakes or your peer's).*
- *Through summative assessments: End-of-module assessments (4 skills are targeted – Listening, reading, writing, speaking).*
- *Retrieval tasks.*
- *Exercise books/summative tests: Complexity of language used as the lessons progress, length of responses, number of different tenses used by the end of Y8 (most would manipulate 2), confidence in taking risks and being rewarded for it (pride in achievement or by teacher).*

At both KS2 & KS3, their progress and attainment is categorised in the following way, using our department tracking system:

- [=] **Meeting expectations**
A child has learnt and retained the majority of phonics, vocabulary and grammar knowledge taught this term
- [+] **Above expectations**
A child has learnt and retained all of the phonics, vocabulary and grammar knowledge expected this term, and has shown additional capacity for extending his/her knowledge.
- [-] **Below expectations**
A child has learnt and retained less phonics, vocabulary and grammar knowledge than expected this term