



Provision for SEN and more able in MFL

Introduction:

The school values of inspire, challenge and achieve are central to Modern Foreign Language provision at Westacre Middle School. We believe that learning foreign languages, opens the door to children being exposed to the diversity of the world outside of Droitwich and England. Children learn not only the language of France, but also the culture and heritage, which at the core, teaches them that other countries and people live lives which have similarities and differences to their own. Language learning is a subject all children can access, as they come to us with a similar level of understanding and knowledge. We achieve this at Westacre, by focusing on all the four skills: reading, writing, listening and speaking, to develop the children into Linguists. Learning languages is also proven to improve understanding of your own native language, by unpicking the things we do instinctively as natives, as well as improving geography and general memory skills.

SEN

French is a subject where SEN children can do well, as all the children have similar level of understanding and experience of French from their first schools. This is also true for the introduction of each new topic subsequently, as the children explore the language at a word level before applying it in different contexts and this repetitive step-by-step process works well for SEN children.

Games and songs play a key role in language learning at Westacre, as a way to teach, practice and reinforce vocabulary in a fun and creative way and this is accessible to all. Technology is also used to practice vocabulary, with our use of Linguascope, giving SEN children the opportunities to further practice specific vocabulary through targeted games and activities. So often, French is a lesson the children look forward to, as they see it as fun.

The work given to children is always differentiated, so children are challenged at their level with achievable tasks. Support is provided through additional resources, the use of technology and adult support for those who need it. An example of this could be seen with a translation task. The children are all exposed to the same high level native text, with SEN children given the translation of sentences with key words identified for them to find at match with the English translation. After, when we go through the answers as a class, the SEN children are the 'experts' giving the answers to the rest of the class and feel a real sense of achievement in leading the rest of the class.

We are further creating a bespoke curriculum for those who need to focus on a limited vocabulary in French and ensure this is embedded before moving on. This involves focusing on one area of vocabulary in detail by; playing games and completing a range of tasks at their own pace.

More able

French offers more able children the opportunity to explore and be creative. Children are identified as more able by their confidence, creativity and accuracy in all areas of the French language. A strong linguist needs to be an able speaker, reader, writer and listener of the target language and we weight these areas equally.

Within French lessons, tasks are planned so children move from learning at a simple word level, to applying the new vocabulary in different contexts, often open ended. For example, in writing, a more able child could learn simple body parts and then apply this to create a description of a monster, using a range of previous vocabulary and researching additional words such as: colours, numbers and adjectives. They can let their imaginations run wild and gain confidence in their abilities.

Every lesson focuses on different skills, so children are continually practicing but also, working on all the skills, where there will be ones they are stronger and weaker at and this continual challenge creates stronger linguists.

In year 7 children are given more opportunities to develop their skills, working as mentors to year 5s by planning, creating and teaching groups of year 5s a chosen topic of French. G&T pupils use this opportunity to act as teachers and consider learning styles and engagement from the year 5s. Also, there are opportunities to learn from older students by working with children from DSHS in groups, where these older children are leaders and role models teaching our children new skills, which they then apply to their own work. We hope to continue and build on these links sending more G&T pupils to events at the High School to work with their peers and expand the success with year 5s to working to our feeder first schools.