



Woodkirk Academy

MFL

How we Identify MAA in MFL

A student is able to deduce grammatical rules and apply them to new contexts. Be confident in using target language spontaneously. They generally have quick absorption and recall of information and seem to need no revision. Students view grammar as a tool rather than a barrier to their language learning. Ask searching questions, which tend to be unlike other students' questions.

How we identify UA in MFL

A secondary school student is considered to be Upper Ability if the average level he/she achieved in his/her Key Stage 2 English and Mathematics SATs is Level 5 or above. Year 7 students who completed the new Key Stage 2 exams in 2016 have been identified using an equivalent measure.

Skills

- Quickly make generalisations and extract the relevant points from complex material.
- Show particular skills of inference and deduction when reading texts.
- Independently use link words to extend sentences and synthesise ideas.
- Be confident in using target language.
- Have a good "gist" of comprehension and intuitive understanding.
- Have the ability to apply and transfer language across topics.
- Have quick absorption and recall of information.
- Spot differences between the rules of target language and mother tongue.
- Recognise how linguistic knowledge can increase ones understanding of other subject areas.
- Identify connections and patterns in new and complex material.
- Be keen and alert observers, note detail and be quick to see similarities and difference.
- Develop approaches to learning language independently and have an interest in how language works.
- Reflect on their own linguistic performance and identify ways of improving it
- Show resourcefulness and determination when pursuing meaning in a challenging texts.
- Have curiosity and constantly want to know why and how the language works.

Strategies for Success

- Make sure all staff are aware of their UPP students either through class context or through seating plans.
- Encourage use of the 3 Cs – context, cognates and compound nouns.
- Differentiate tasks as appropriate and make sure not all students have the same starting point. Differentiated work does not mean MORE work for the UPP ability students.
- Create more challenging activities that require deeper thinking skills.
- Train the students to accept that failure is OK as long as they learn from their mistakes and that that sort of learning is often the most effective.
- Give higher praise (verbally, in books or using merits) for students that push themselves and fail first time but learn from that.
- Do not accept any single use of English in lesson (particularly from UPP) students must at least use some TL to ask or answer questions.
- Provide suitable intervention for UPP students that need the extra support.
- Within feedback in marking, provide UPP students with a chance to correct their own mistakes from independent learning, using the learning walls in classrooms.
- Make sure the learning walls are obvious and used regularly, especially when students are completing 'red pen response'.
- More able students to act as student teachers. This can include preparing an activity to involve the class or acting as a dictionary expert to assist others.
- Ask students to research/ discover new grammatical points then prepare and deliver a starter/plenary.
- Advise students to read authentic resources where they are exposed to higher level language such as books and magazines in the target language. Have a reading area/corner where resources are always on hand.
- Encourage students to act as Elite Linguists, supporting younger students with more complex material.

Challenges for UA in MFL and how to overcome these

Challenge	Overcome
Not giving up when faced with longer, more complex, unfamiliar texts.	Get students used to looking at this sort of text out of exam conditions, in less threatening group work activities. Find texts that would interest students.
Learning complex vocabulary independently.	Upload all our vocab tests to 'memrise' – so that students can continually practise vocab in a more interactive way.
Understanding how target language grammar applies to their knowledge of English grammar.	When teaching a new grammatical point, start off by explaining how English works to enable students to draw out similarities and therefore provide them with better understanding.

In some circumstances, their own understanding of English grammar is a barrier.	Provide the English department with a list of grammatical terms and structures that we teach to each year group so that they could incorporate these into their teaching.
Confidence in speaking in Target Language (other than using learnt phrases from the wall).	As teachers – we need to insist that all students attempt to communicate with us in TL. This will then become less of an issue as students’ confidence will develop. More rewards for students that consistently try to speak more complex phrases in lesson. Teachers not to automatically correct any errors when students use TL.
Can’t do attitude! Students tend to focus on the bits of language they can’t do or don’t know.	Teachers to be as positive as they can in any feedback, written or verbal. If time allows sit with the student individually and show them how much they can do. This takes time but can have a huge impact on the student.

How can Parents Help?

Encourage them to read and listen to authentic resources in the target language; for example newspaper articles, magazines and online videos. The internet is a fantastic resource! We subscribe to ‘Linguascope’ username = woodkirk password = cleo. All Year 10 and 11 students have usernames for ‘Kerboodle’ and can access vocabulary practice on this website.

We provide all KS4 students with an AQA GCSE Pearson workbook. Parents can purchase the Revision guide to go with it.

Students could watch their favourite films with subtitles in target language or even better watch the film in target language with English subtitles.

When students have vocabulary to learn, parents can test them and make vocabulary learning less of an individual activity. (Even if the parents don’t understand the language, they can still be valuable testers.)

Parents can be positive about language learning, even if they had a ‘bad experience’ learning a language when they were younger. Provide children with a positive image of learning a language, about the doors learning a language can open for them.