



Modern Foreign Languages

Intent

A love of learning and the success of every child at the heart of all we do

The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.

Learning a modern foreign language at The Topsham School will offer our children the opportunity to not only learn another language and develop skills of listening, speaking, reading and writing in that language but also to ensure that children can explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences.

The key intention is that our children will work towards becoming life-long language learners.

The Topsham School uses the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious modern foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes.

Based on discussion and a review of staff skills, it has been agreed that the school will focus on the teaching of French as the main language. Other languages may be introduced across the school in the form of clubs or as comparisons/cognates or for daily greetings, based on the skill set of staff at a particular time.

All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their modern foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond Key Stage 2 as they transition to Secondary School.

The intent is that all content will be continuously updated and reviewed annually, creating a dynamic programme of study that will be clearly outlined in both long-term and short-term planning. This will ensure that the modern foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase and, in so doing, will always be relevant and in line with meeting or exceeding National DfE requirements.

The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary grammar will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas.

In addition, the children will be taught how to look up and research language they are unsure of and they will have a bank of reference materials to help them with their spoken and written tasks going forward. This bank of reference materials will develop into a reference library to help pupils recall and build on previous knowledge throughout their primary school language learning journey.

Our Intent for Modern Foreign Languages at The Topsham School is that all pupils will develop a genuine interest and positive curiosity about modern foreign languages, finding them enjoyable and stimulating.

Implementation

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High Quality Planning

Substantive Knowledge and Experiences in Modern Foreign Languages

Progression of Knowledge and skills and the development of a spiral curriculum

A progression of Skills and Knowledge for Modern Foreign Languages ensures there is National Curriculum coverage and a progression of these key elements from Foundation Stage, through Key Stage 1 and through to the end of Key Stage 2. We have chosen to invest in Language Angels as this scheme ensures we have a spiral curriculum where learning builds on the prior knowledge, skills and experiences of our children, leading to the practising and refining of key skills alongside the development and deepening of key knowledge.

Through the Language Angels scheme of work and resources all classes will have access to a high-quality foreign languages curriculum. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons across the school taught by their class teachers.

Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language, as follows:

- Early Language units are entry level units (for KS1/Year 3 children or those with little or no previous foreign language learning).
- Intermediate units increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to pupils. Intermediate units are suitable for Year 4-5 pupils or pupils with embedded basic knowledge of the foreign language.
- Progressive and Creative Curriculum units are the most challenging units and are suitable for Year 6 pupils or pupils with a good understanding of the basics of the language they are learning. Grouping units into these Teaching Type categories ensures that the French taught is appropriate to the level of the class and introduced when the children are ready. Children will be taught how to listen and read longer pieces of text gradually in the foreign language and they will have ample opportunities to speak, listen to, read and write the language being taught with and without scaffolds, frames and varying levels of support.

Early Language Units (entry level) and Core Vocabulary lessons are designed to run for approximately 30 minutes. Intermediate, Progressive and Creative Curriculum units are designed to run for approximately 45 minutes.

Units, where possible and appropriate, will be linked to class topics and cross curricular themes. Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: listening, speaking, reading and writing. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge.

Class Teachers have access to a Progression Map and Grammar Grid to ensure all children are progressing their foreign language learning skills and are taught the appropriate grammar at the right time in their foreign language learning journey. Grammar rules and patterns will be taught by level of challenge:

- 1) Nouns and articles and 1st person singular of high frequency verbs in Early Learning units.
- 2) Use of the possessive, the concept of adjectives, use of the negative form, conjunctions/connectives and introduce the concept of whole regular verb conjugation in Intermediate units.
- 3) Opinions and introduce the concept of whole high frequency irregular verb conjugation in Progressive units.

Grammar is integrated and taught discreetly throughout all appropriate units. Teachers can also use the specific Grammar Explained units to ensure pupils are exposed to all of the appropriate grammar, so they are able to create their own accurate and personalised responses to complex authentic foreign language questions by the end of the primary phase.

The Progression Map shows precisely how the foreign language learning across the key skills of speaking, listening, reading, writing and grammar progresses within each Unit and also how the level of learning and progression of each child is increased as they move across each subsequently more challenging Unit - a visual demonstration of the progression that takes place within and across each Unit.

The school has a unit planner in place which will serve as an overall 'teaching map' outlining for all teachers within the school what each class in each year group will be taught and when it will be taught. Each class in each year group will have an overview of units to be taught during the academic year to ensure substantial progress and learning is achieved.

All teachers will know where every child is at any point in their foreign language learning journey.

Disciplinary knowledge and Critical thinking skills in Modern Foreign Languages

In Modern Foreign Languages to supplement the planning of Language Angels, we use aspects Bloom's Taxonomy to support the development of these two characteristics of learning; specifically when considering questions adults may pose for children to consider. This approach ensures consistency of practice, language across the school and high-level questioning for assessment for learning.

Through the planning and teaching of French, the children will be provided with opportunities to reflect and critically analyse how they think, evaluate their learning against agreed success criteria and use their knowledge and skills to create something unique to them that reflects their depth of understanding. Not only does this way of working inform assessment but enables children to work 'like a linguist'.

Metacognition: Developing and supporting Positive Attitudes to Learning in French

Teachers ensure our Learning Powers are explicitly planned for in every subject area. The overarching Learning Powers that are threaded through every French lesson and sequence are: **Resilience; Noticing; Making Links; Practicing; Planning; Detecting.**

Time is planned for children to be able to reflect on how their Learning Powers are supporting them in the learning process and which ones they may need to develop or access to support them to succeed.

Through this we provide a consistent approach to planning our curriculum which builds on prior learning, allows children to see connections, challenges and facilitates higher level thinking skills and supports children understand how they learn and what they need to do themselves to achieve and succeed.

High Quality Teaching and Learning in EVERY subject

Assessment for Learning	Appropriate Pitch: age and stage appropriate for all children	Appropriate Match including high expectations and challenge for all	Subject Knowledge including modelling and teaching subject specific vocabulary and promoting READING	Promotes and develops Metacognition
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A successful French Lesson will have clear and defined objectives and aims as follows:

- Each lesson will incorporate interactive whiteboard materials to include ample speaking and listening tasks within a lesson.
- Lessons will incorporate challenge sections and activities offered with three levels of stretch/differentiation. (These may be sent home as homework).
- Reading and writing activities will be offered in all units/lessons. Some extended reading and writing activities are provided so that native speakers can also be catered for.
- Every unit/lesson will include a grammar concept, which increase in complexity as pupils move through the school.
- Extended writing activities are provided to ensure that pupils are recalling previously learnt language and, by reusing it, will be able to recall and use skills learnt with greater ease and accuracy. These tasks will help to link units together and show that pupils are retaining and recalling the language taught with increased fluency and ease.

The teaching units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit they will build their knowledge and develop the complexity of the language they use.

In addition to following the lessons provided in the Language Angels scheme of work and resources, teachers are encouraged to also do some of the following:

- Foreign language celebration assemblies.
- Cookery sessions of traditional foods from the country of the language being studied.
- Fashion shows demonstrating typical / traditional clothing from the country of the language being studied.
- Weather forecasts based on maps from the country of the language being studied.
- School celebrations of national feast days from the country of the language being studied when appropriate to facilitate a whole school approach to foreign language learning along with improved cultural awareness.

All language lessons should offer appropriate levels of challenge/stretch/differentiation which will ensure that the children learn effectively, continuously building their knowledge of and enthusiasm for the language they are learning.

Through this we enable all stakeholders to have a clear and consistent understanding of how we teach and support children achieve and succeed in our curriculum intent.

Shared values focused on high quality outcomes for all of our children.

T	O	P	S	H	A	M
Trust and Respect	Opportunities for all	Partnerships	Success	Health and Happiness	Aspiration and Attitudes to learning	Motivated

SMSC underpins our school values. These values have been devised and defined by the whole school community and underpin the behaviour choices we make and how we choose to work together in EVERY area of learning in our school.

Through this, we create a safe, secure learning environment where all stakeholders have a shared and consistent understanding of our Values and positive behaviours expected in our school

High Quality, Enabling Environment

Working wall showing progression of sequence or alternative provision that supports children see the learning journey; where they have come from and where they are going	Learning Powers clearly linked to the learning sequence	Children independently access high quality resources that engage and allow interaction
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Through this we provide an exciting, inclusive learning environment that promotes and makes learning visible to both teachers and children, enables independence and celebrates the learning process

Impact:

Subjects will be monitored in line with the School Improvement Plan. Subject Leaders are responsible for this process supported by the SLT.

Monitoring and Supporting High Quality Planning and Timetabling

The structure of the programme ensures that lessons within a unit are progressive, and also direct, drive and guarantee progressive learning and challenge. Units increase in level of challenge, stretch linguistic and grammatical complexity as pupils move from Early Learning units through Intermediate units and into the most challenging Progressive units. Units in each subsequent level require more knowledge and application of skills than the previous. Activities contain progressively more text (both in English and the foreign language being studied) and lessons will have more content as the children become more confident and ambitious with the foreign language they are learning.

Early Learning units start at basic noun and article level and will teach pupils how to formulate short phrases. By the time pupils reach Progressive units they will be exposed to much longer text and will be encouraged to formulate their own, more personalised responses based on a much wider bank of vocabulary, linguistic structures and grammatical knowledge. They will be able to create longer pieces of spoken and written language and are encouraged to use a variety of conjunctions, adverbs, adjectives, opinions and justifications.

Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the school. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate.

Teachers will have a clear overview of what they are working towards and if they are meeting these criteria. They will use the long-term planning documents provided in the form of Language Angels unit planners to ensure the correct units are being taught to the correct classes at each stage of the scholastic year. Short-term planning is also provided in the form of unit overviews (covering the learning targets for each 6-week unit) and individual lesson plans laying out the learning aims and intentions of each individual lesson within a unit. These planning documents ensure that teachers know what to teach and how to teach it in each lesson, across whole units and across each scholastic term.

Whilst the school uses the Language Angels planning, teachers work collaboratively to make appropriate adaptations relevant to the needs of the children.

Timetabling will show balanced coverage of all subjects in the school year and whilst the teaching of French may be timetabled three times across the year, it is expected that regular, weekly short sessions will be planned into the timetable. This might include a story, song or game in French.

Through this we aim for planning to be consistent across the school, at the appropriate pitch for each stage and phase and offer equal opportunities for ALL children to make progress through the year.

Monitoring and supporting High Quality Teaching and Learning

Monitoring will take place through drop ins, planning and book looks, pupil voice and dialogues with teachers. Progress in French will be seen through a sequence of learning and across the year.

Teachers will plan sequences that build on prior learning of the children from their current year and from previous years, using the yearly subject tracking grids to ensure consistent progression.

Through this we aim to ensure teachers have the skills, subject knowledge and confidence to teach all areas of the curriculum and so ensure the progress and success of ALL children in every area of their learning

Monitoring and Measuring Progress through assessment and published data

In French we track the coverage, progress and achievement of each class, and plan each sequence of learning to ensure that knowledge and skills in are built on consistently throughout the year and then year on year.

The opportunity to assess pupil learning and progression in the key language skills (speaking, listening, reading and writing) and against the 12 DfE Languages Programme of Study for Key Stage 2 attainment targets is provided at the end of each 6-week teaching unit. This information can then be monitored by the Modern Foreign Languages Subject Leader who can use this data to

ensure teaching is targeted and appropriate for each pupil, class and year group as well as to feedback on progress to SLT and stakeholders. Teachers will be able to record, analyse and access this data easily using the Tracking and Progression Tool that will monitor school, class and individual progress in the foreign language. Pupils will also be offered self-assessment grids to ensure they are also aware of their own progress which they can keep as a record of their progress.

Tracking of progress in French teaching and learning is informed by both formative and summative assessment in each sequence of learning and gaps identified to inform future planning. Children are expected to make good or better than good progress in their foreign language learning. If pupils are not progressing in line with expectations, this will be identified in the End of Unit Skills Assessments. This will enable teachers to put in place an early intervention programme to address any areas that require attention in any of the language learning skills.

Through this, we understand the needs of ALL of our children and use this information to identify next steps and match learning need to ensure children make progress

School Improvement Priorities

All subject leaders create an action plan at the start of the year that is linked to the School Improvement plan and is reviewed and updated throughout the year.

Through this we aim to ensure we are working on the right aspects of development to promote and secure the best progress and attainment outcomes for ALL our children



Progression of knowledge and skills: MfL

By the end of EYFS children will have:

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	Developed the following skills:	Have gained the following knowledge:
Early Years		
Experienced the following:	Target language used occasionally by teacher, e.g. classroom commands Signposts in the room Target language music / books etc	

By the end of year 1 children will have:

By the end of year 1 children will have:		
	Developed the following skills:	Have gained the following knowledge:
Year 1	<u>Speaking</u> : answering simple questions <u>Listening</u> : understanding simple commands	To listen and respond to very simple classroom commands, such as 'listen', or 'sit down'. To know that some signposts around the school are in the target language.

By the end of year 2, children will have:

By the end of year 2, children will have:		
	Developed the following skills:	Have gained the following knowledge:

Year 2	<u>Speaking</u> : answering a question <u>Listening</u> : as above	To become aware of simple vocabulary and greetings. To understand that other people might be able to speak different languages at home. To understand that languages are spoken by people of different countries. These can be located.
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By the end of KS1 , pupils will have... Experienced the following	
Some simple songs and games in the languages; the adults around them using the target language where possible; listening to stories in the target language Repeating last year in terms of games, songs and stories; meeting an adult who is from the target language country, or who speaks the language; listening to EAL children	

By the end of year, children will have:		
Year 3	Developed the following skills:	Have gained the following knowledge:
	<u>Speaking</u> : using a short phrase to give a response <u>Listening</u> : answering a question; understanding a short phrase <u>Reading</u> : simple and basic vocabulary <u>Writing</u> : one word at a time	To have investigated a little bit of the culture of the target country. To know more simple vocabulary relating to school.

By the end of year, children will have:.		
Year 4	Developed the following skills:	Have gained the following knowledge:
	<u>Speaking</u> : have a short conversation to say two to three things	To recognise more school vocabulary; not necessarily able to use on their own. To be able to follow some simple songs with actions.

	<p><u>Listening</u>: being able to respond to a partner who is speaking in simple sentences</p> <p><u>Reading</u>: very short passages, along with the main messages, instructions and dialogues therein</p> <p><u>Writing</u>: short conversation script; use a bilingual dictionary / internet translation tool to look up a word</p>	
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By the end of LKS2 , pupils will have... Experienced the following	
<ul style="list-style-type: none"> ● Some of the country's culture e.g. comparing schools ● Food from the target country, or daily routines ● Heard stories told by parents who are EAL 	

By the end of year 5, children will have:		
Year 5	Developed the following skills:	Have gained the following knowledge:
	<p><u>Speaking</u>: be able to take an introductory conversation a little further, for example, with interests and hobbies mentioned</p> <p><u>Listening</u>: being able to respond to a partner who is speaking in simple sentences relating to the above</p> <p><u>Reading</u>: short passages, along with the main messages, instructions and dialogues therein</p> <p><u>Writing</u>: short conversation script incorporating new vocabulary; use a bilingual dictionary / internet translation tool to look up a word</p>	<p>To understand that even if whole sentences are not quite followed, you can use your vocabulary knowledge to help understand what someone is saying.</p> <p>To identify some of the geography of the target country.</p>

By the end of year 6, pupils will have:		
Year 6	Developed the following skills:	Have gained the following knowledge:
	<p><u>Speaking</u>: being able to ask questions (about someone's hobbies or interests, for example) and respond to their answers</p>	<p>To be able to listen to stories in the target language (whether read by teacher or online tool).</p> <p>To join in with songs and learning some of the words and actions.</p>

	<p><u>Listening</u>: being able to respond to a partner who is speaking in simple sentences relating to the above; adapting own sentences to suit</p> <p><u>Reading</u>: short passages, along with the main messages, instructions and dialogues therein, using any new vocabulary introduced this year</p> <p><u>Writing</u>: short conversation script incorporating new vocabulary; use a bilingual dictionary / internet translation tool to look up a word; could perhaps move on to adapting individual words for the piece</p>	To have developed more understanding of how a school day would look in the target country.
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By the end of **UKS2**, pupils will have experienced the following

- Being read a story in the target language
- Listening and responding to songs
- Looking in more depth at the way the schools in the target country are organised in terms of their daily life
- Examining the country's geography (main towns etc.)
- Discussing any visits which the children have made to the target country
- A native speaker visiting (parent, friends of parents etc.)