



LEARNING TO LEARN SKILLS EXPLAINED	
1 Reflective	Planning, making, reviewing
2 Relationships	Collaboration, empathy, listening
3 Reflect	Managing expectations, 'what ability'
4 Personal	Questioning, laughing, making links
5 Risk Taking	I have a go, not scared of being wrong

Barham Primary School

Safe, Happy, Learning

Embedding Excellence



Languages Curriculum Statement; Intent, Implementation and Impact

Intent: What we want our pupils to learn?

London is now France's sixth biggest city: "The French consulate in London estimates between 300,000 and 400,000 French citizens live in the British capital" which compares to city populations as follows: Paris - 2.3m Marseille - 859,000 Lyon - 488,000 Toulouse - 447,000 Nice - 344,000 (Overman, Henry G (2012)). Through a relevant, rich and varied French curriculum, our children will develop their social and emotional links to the immediate community and acquire the necessary linguistic skills to keep up with the changing world. At Barham Primary School, we intend to provide our pupils with the opportunity and space for cultural appreciation of the diversity in our society and of their own and others' heritage, liberating our children from insularity and providing interest in and awareness of other cultures.

We strive to deliver a high-quality and ambitious MFL curriculum which allows our pupils to recognise the significance of languages in their everyday lives. We explicitly teach pupils the skills and knowledge they need to become confident linguists.

Our intent is to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

We will help them develop and demonstrate substantial progress in the 4 key language skills necessary for learning French

- **Listening**
- **Speaking**
- **Reading**
- **Writing**

To develop these key areas, children in Key Stage 2 will learn through speaking, reading, writing and listening to French.

The aims of MFL are:

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of authentic writing in the language studied.

Curriculum

Our whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

Early Years and Key Stage 1:

Early Years and Key Stage 1 explore songs and rhymes which is a pre requisite for learning languages. The class teacher may take the register in French or greet children in a morning/afternoon with basic French phrases. The learning will also be reviewed during Phase Assemblies.

By the end of Key Stage 2, pupils will:

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Present ideas and information orally to a range of audiences.
- Read carefully and show understanding of words, phrases and simple writing.
- Appreciate stories, songs, poems and rhymes in the language.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Describe people, places, things and actions orally and in writing.
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Implementation: How we plan and teach Languages?

All classes access a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This progressively develops pupil skills in foreign languages through regularly taught and well-planned weekly lessons in Key Stage 2 which will be taught by the class teacher. Children 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.

Lessons offer appropriate levels of challenge and stretch will be taught at all times to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for the language they are learning. Ongoing assessment ensures class teachers will know where every child is at any point in their foreign language learning journey.

Pupil learning and progression will be assessed at regular intervals. We will aim to assess each language skill (speaking, listening, reading and writing) twice throughout each academic year to be able to provide reference points against which learning and progression in each skill can be demonstrated. Early Language units are entry level units and are most appropriate for our Year 3 pupils or pupils 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 language 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.

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 a levels of challenge. Grammar rules and patterns will be taught by level of challenge:

- We start with nouns and articles and 1st person singular of high frequency verbs in Early Learning units.
- We move on to the 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.
- We end with 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.

Barham has a unit planner in place which will serve as an overall 'teaching map' outlining what each class in each year group will be taught and when it will be taught. Each class in KS2 will have an overview of units to be taught during the academic year to ensure substantial progress and learning is achieved. Each teaching unit is divided into 6 fully planned lessons.

- Each unit and lesson will have clearly defined objectives and aims.
- Each lesson will incorporate interactive whiteboard materials to include ample speaking and listening tasks within a lesson.
- Lessons will incorporate challenge sections and desk-based activities that will be offered will three levels of stretch and differentiation. These may be sent home as homework if not completed in class.
- Reading and writing activities will be offered in all units. Some extended reading and writing activities are provided so that native speakers can also be catered for.
- Every unit will include a grammar concept which will increase in complexity as pupils move from Early Language units, through Intermediate units and into Progressive units.
- Extending writing activities are provided to ensure that pupils are recalling previously learnt language and, by reusing it, will be able to recall it and use it 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.

At Barham, we have a rich multicultural community with many languages spoken amongst the pupils. Teachers are encouraged to have:

- Foreign language celebrations.
- 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.

As well as each subsequent lesson within a unit being progressive, the teaching type organisation of Language Angels units also directs, drives and guarantees progressive learning and challenge. Units increase in level of challenge, stretch and 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 of the teaching type categories require more knowledge and application of skills than the previous teaching type. 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 will 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 primary phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate.

Pupils will be aware of their own learning goals and progression as each unit offers a pupil friendly overview so that all pupils can review their own learning at the start and at the end of each unit. They will know and will be able to articulate if they have or have not met their learning objectives and can keep their unit learning intention sheets and unit core vocabulary sheets as a record of what they have learnt from unit to unit and from year to 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 will be recorded and will be monitored by the Foreign Language 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.

Children are expected to make good or better than good progress in their foreign language learning and their individual progress is tracked and reported to pupils and parents / carers in line with school recommendations.

If pupils are not progressing in line with expectations, this will be identified in the End of Unit Skills Assessments provided in the Language Angels Tracking & Progression Tool. 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.

Monitoring:

Monitoring takes place regularly through sampling children's work, teacher planning, book scrutiny, learning walks and lesson visits. The Subject Leader monitors the effectiveness of the language teaching provided throughout the school via regular informal observations with feedback given to teachers delivering foreign language lessons. The Subject Leader and class teacher will together monitor the learning and progression made by pupils across the key stage.

Where appropriate, work completed by the children is recorded in their MFL books which can be passed through the years and become a portfolio of their learning. Teachers can also upload scans

of pupil written work along with audio and video recordings of pupils speaking and presenting to a centralised secure file store on the school's system.

The successful, collaborative approach to the teaching of MFL results in an ambitious, engaging and high quality education that allows pupils to understand the world around them and encourages them to explore MFL further as they leave primary school.