

Learning a foreign language is a liberation from insularity and provides an 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. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

The national curriculum for languages aims to ensure that all pupils:

- 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 writing in the language studied.

Children at Holsworthy C of E Primary School have access to a high quality Modern Foreign Language provision throughout their time at the school and leave year 6 with good foundations for the next stage of their learning of languages. This is achieved in the following ways:

- The foundations for learning foreign languages are laid upon entry to our Early Years Foundation Stage, where children are exposed to, and begin to use, a range of different languages from around the world.
- In Key Stage 1, children begin to focus primarily on French: they listen to and understand simple instructions associated with daily routines, answer the register in French and read days of the week. Through the use of the 'Little Languages' scheme, children engage in a range of interactive activities, absorbing new vocabulary, alongside learning about cultural diversity and traditions.
- A high-quality fortnightly provision of French teaching occurs throughout Key Stage 2, delivered by the head of languages at our main feeder secondary school. Year 6 pupils receive weekly French lessons. These sessions are always observed and supported by the class teacher to provide CPD in languages, in order to ensure 'future proofing' of the provision of languages at our school.

The close links we have with our main feeder secondary school have allowed us to ensure our curriculum readies children for the next stage of their education. It focuses on enabling pupils to make substantial progress in this language through an appropriate balance of spoken and written language. It enables pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages is on practical communication. Learners are taught to:

- 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 Languages
- 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.

As a result of our language curriculum, learners will:

- Develop resilience in language learning as well as enjoyment of it through a challenging scheme of work
- Acquire language learning strategies for memorisation and retrieval as well as for listening, reading and understanding
- Develop the skill of how to use a bi-lingual dictionary to decode unfamiliar language
- Be able to manipulate language to speak or write sentences creatively using prior knowledge of grammar and key features; with and without a dictionary
- Have a sound grasp of the key sounds of the French language and their corresponding graphemes and be able to apply this knowledge when speaking, listening and reading aloud
- Recognise some of the language patterns of French and how these differ or are similar to English
- Appreciate and be able to copy the sound of the language at text level through songs, stories and rhymes
- Have a deeper understanding of cultural differences and similarities
- Demonstrate substantial progress in learning French and work towards or meet the targets of the KS2 Programme of Study for Languages

LKS2 Skills and Knowledge:

Skills

- Listen, read and show understanding of single words
- Listen, read and show understanding of short phrases in texts as well as songs and rhymes
- Recognise a familiar question and respond
- Ask and answer several simple and familiar questions
- Write and say a sentence with single familiar words and a connective with support and confident to attempt it without
- Write and say a simple phrase to describe people, places and things with a language scaffold as well as be confident to do the same without support
- Recognise some letter strings and pronounce them in familiar words
- Read aloud short familiar sentences using knowledge of phonics
- Use strategies for memorising vocabulary
- Find the meaning of word in a bi-lingual dictionary
- Use a bi-lingual dictionary to find the meaning or translation of a word
- Join in with the actions of familiar songs, stories and rhymes
- Join in with the words of familiar songs, stories and rhymes sometimes from memory

Knowledge

- Awareness that different word classes exist in French and know some vocabulary for nouns, adjectives, verbs, pronouns, adverbs and conjunction
- 1st and 2nd person pronouns with irregular high frequency verbs
- Awareness that there are 2 groups of nouns in French
- 2 forms of 'you' in French
- Awareness that letters in French can make a different sound to English and silent letters are frequent
- Formation of a question with rising intonation
- Pattern of questions with question words
- Awareness of silent letters
- Awareness of elision
- Rules for making nouns plural
- Making a sentence say not
- Position of colour adjectives in a sentence
- Awareness that French is spoken in other countries besides France
- Some French speaking countries in Europe

UKS2 – Skills and Knowledge

Skills

- Listen, read and show understanding of more complex familiar phrases and sentences in texts
- Listen, read and show understanding of more complex sentences using familiar and unfamiliar words
- Ask and answer more complex familiar questions
- Engage in a short conversation using familiar questions and express opinions
- Write and say a more complex sentence to describe people, places and things with a language scaffold as well as be confident to do the same without support
- Write and say a more complex sentence to describe people, places and things manipulating language with a bi-lingual dictionary as well as be confident to do the same without support
- Read aloud more complex familiar sentences using knowledge of phonics
- Pronounce unfamiliar words in a sentence with a high degree of accuracy using phonic knowledge
- Use a bi-lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbs
- Follow the text of a familiar rhyme, song or story and identify the meaning of the words
- Read aloud the text of familiar songs, rhymes and stories

Knowledge

- Indefinite article and gender of nouns
- Plural nouns
- Rules of agreement of adjectives in the singular and plural
- Position of majority of adjectives in a sentence
- 1st, 2nd, 3rd person singular and 3rd person plural of an irregular high frequency verb
- Development of understanding of formation of questions
- 1st, 2nd, 3rd person singular pronouns and 3rd person plural pronouns and verb conjugation for regular -er verbs
- Formal use of 'you' with regular and irregular high frequency verbs
- Formation of a question with rising intonation
- Pattern of questions with question words
- Partitive in singular and plural
- Definite article
- Formation of a relative clause
- Elision
- Concept of liaison
- Traditional songs and rhymes

Implementation

- 30 minute lessons are delivered in Key Stage 2 every fortnight. There are follow-up activities to each lesson to increase the exposure time in a week.
- The lessons are designed to be progressive and build on prior learning, moving from word to sentence level over the four years
- In Years 3 and 4 the same structures and grammatical knowledge are revisited, however, the vocabulary is different
- In Years 5 and 6 some of the same structures are revisited with more advanced vocabulary
- The lesson activities are challenging, varied and interactive and develop listening, reading, speaking and writing skills
- The choice of vocabulary ensures exposure to all the key phonic sounds and ability to build sentences using grammatical knowledge
- It is expected that formative assessment in each lesson informs the planning and teaching of subsequent lesson plans

Impact

- The curriculum map outline opportunities for assessment
- A teacher will use assessment grid to record attainment of each target for each skill in each year group and to track progress
- The completed activities gather evidence of the listening, reading and writing targets
- Evidence of speaking activities can be gathered by making audio recordings of the suggested activities in the lesson plans and/or will be recorded in the assessment grid
- Children self-assess their progress at the end of each section of work using a traffic light system and comment on their grasp of the new knowledge. In addition, there is space for teachers to provide a written response
- The use of a 'transition document' is encouraged to relay information to feeder secondary schools about prior language learning
- Based on the evidence of the above records of achievement and progress, teachers can inform parents/guardians of this, using report statements which relate to the expected targets of each year group under the headings 'emerging, expected and exceeding'
- To enhance the impact on enjoyment and intercultural understanding, consider organising language events and competitions; making penfriend links; provide access to out-of-school online materials; take-home bags of resources etc.
- All of the above provides evidence that the 'statements of intent' are met

