

Curriculum Intent

We believe that learning a foreign language will provide pupils with an opening to other cultures, foster pupils' curiosity and deepen their understanding of the world. It will 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 will provide opportunities for them to communicate for practical purposes, and should provide the foundation for learning further languages, equipping pupils to study and work in other countries in the future. The teaching of another language will provide an appropriate balance of spoken and written language. It will enable 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. Over time pupils will 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. Children will be supported to close any gaps in their learning. Where children show high ability, talent and interest, they will be challenged. Every effort will be made to identify and lift barriers to learning. The subject will be presented as one to enjoy.

Curriculum Implementation

Languages are currently taught by a non-specialist teacher using a range of creative resources to meet our curriculum intent and the aims of the statutory programme of study for KS2.

Pupils 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
- 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.

Curriculum Impact

Assessment is being developed in line with national Curriculum aims. Children will have a natural curiosity and confidence to explore, other countries, cultures and languages, accepting that, in a multi-lingual society it is a valuable skill to be able to communicate effectively with others in another language. They will be open to, engaged with and well prepared to continue language learning at High School and in their home lives.

Progression in Modern Foreign Languages



Skill	Year 3	Year 4	Year 5	Year 6
Listening	Explore the patterns and sounds of language through songs and rhymes.	Listen to spoken language and show understanding by joining in and responding (e.g. with an action)	Listen to and appreciate poems, songs and rhymes in the language.	Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary

	<p>Link to spelling, sound and meaning of specific words</p> <p>Join in with actions to accompany familiar songs, stories and rhymes</p> <p>Repeat words modelled by teacher, show understanding with an action</p>	<p>Say a simple rhyme from memory; join in with words of a song or storytelling</p> <p>Pick out known words in an 'authentic' conversation</p>	<p>Follow text in the songs, identifying words</p> <p>Listen to 'authentic' conversation, picking out familiar phrases and sentences</p> <p>Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</p>	<p>Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</p> <p>Listen to and appreciate stories and poems in the language. Identify patterns of language and link sound to spelling</p>
Skill	Year 3	Year 4	Year 5	Year 6
Speaking	<p>Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating spoken words</p> <p>Recognise a familiar question and respond with a simple rehearsed response</p> <p>Name objects and actions and link words with a simple connective</p>	<p>Ask and answer questions with a rehearsed response using appropriate intonation</p> <p>Use common phrases</p> <p>Use description words e.g. colours, size</p> <p>Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers (teacher or recordings)</p>	<p>Begin to use action words</p> <p>Ask and answer more complex familiar questions with a scaffold of responses</p> <p>Ask for clarification and help</p>	<p>Engage in short scripted conversations</p> <p>Express opinions in short conversations</p> <p>Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence</p>
Skill	Year 3	Year 4	Year 5	Year 6
Writing	<p>Copy simple vocabulary</p> <p>Attempt to write taught vocabulary (single words) from memory</p>	<p>Attempt to write simple, short taught phrases from memory</p> <p>Write simple, short taught phrases from memory</p>	<p>Write simple, short taught sentences from memory including questions and responses</p>	<p>Present ideas and information in writing to an audience</p> <p>Adapt taught phrases to create new sentences</p>

	Attempt to write simple phrases from memory	Write simple, short taught sentences from memory	Begin to use dictionaries to find the meaning of unknown words and to translate own ideas	To write a series of extended sentences
Skill	Year 3	Year 4	Year 5	Year 6
Reading	<p>Begin to recognise written vocabulary/ single words</p> <p>Recognise written vocabulary/ single words</p> <p>Begin to recognise written phrases</p>	<p>Begin to recognise simple written phrases</p> <p>Recognise simple written phrases begin to show understanding of more complex written phrases</p>	<p>Read and show understanding of more complex written phrases</p> <p>Read and show understanding of simple writing</p> <p>Practice using a dictionary to find the meaning of unknown words</p>	<p>Use a dictionary to understand the definition of unknown words</p> <p>Practice reading longer texts aloud, containing taught phrases and vocabulary</p> <p>Present ideas and information orally to an audience</p>
Skill	Year 3	Year 4	Year 5	Year 6
Basic Grammar	Use words with nouns to identify gender	<p>Use I and you</p> <p>Use adjectives with nouns</p> <p>Be able to form positive and negative versions of phrases.</p>	<p>Use adjectives with nouns</p> <p>Begin to use verbs in the first person</p>	<p>Consolidation of earlier grammar work</p> <p>Begin to use verbs in the second and third person</p>
Greater depth	Year 3	Year 4	Year 5	Year 6
	<p>Can they name and describe people?</p> <p>Can they use books or glossaries to find the meanings of new words?</p>	<p>Do they understand instructions, messages and dialogues within short passages?</p> <p>Can they identify and note the main points and give a personal response on a passage?</p> <p>Can they name and describe places?</p>	<p>Can they use their knowledge of vocabulary and grammar to adopt and substitute single words and phrases?</p> <p>Can they read independently? Can they use a bilingual dictionary or glossary to look up new words?</p> <p>Can they use context to work out unfamiliar words?</p>	

		Can they use a bilingual dictionary or glossary to look up new words? Can they write simple opinions?	
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