

# St Bede's Catholic Primary School



## Modern Foreign Languages



## **Modern Foreign Languages at St. Bede's Catholic Primary School**

At St Bede's, we provide a high-quality MFL education which fosters pupil curiosity, deepens the understanding of world cultures and provides an opening for worldwide career prospects and experiences. MFL changes our lives and is vital to the world's future prosperity, for it is the most important step in communicating with other nations.

### **Intent**

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. Our intent is to develop an enthusiastic and positive attitude to other languages and language learning, whilst teaching skills to develop linguistic competence. We see this as a lifelong skill, which opens avenues of communication and exploration as well as promoting, encouraging, and instilling a broader cultural understanding.

We offer a high-quality, progressive programme of study which encourages enjoyment of the language studied and allows each pupil to experience success.

### **Implementation**

With the Bishop Hogarth Catholic Education Trust, a programme of study for KS2 has been developed by a team of primary school teachers and secondary language specialists. Careful consideration has been given to ensure that the acquisition of knowledge has been carefully sequenced with prior knowledge built upon, resulting in a systematic and cumulative approach to language acquisition. Regular reviews and mini assessments have been built into the programme to facilitate pupils 'knowing more and remembering more'.

Our curriculum covers the National Curriculum and is underpinned by the four key language skills:

1. Listening
2. Speaking
3. Reading
4. Writing

Progression in each of the four key language skills allow pupils to comprehend and produce language for effective personal communication. Knowledge of vocabulary, phonics, and grammar are embedded throughout each of the skills. In addition, there are further opportunities for pupils to broaden cultural understanding with standalone cultural awareness lessons each term.

Four key units of work are taught and built upon throughout KS2, allowing pupils the opportunity to revisit prior knowledge and ensure progression of skills and master each of the areas. The units of work chosen for Key Stage 2 are essential units for transition into KS3 and feature into KS4.

Units taught:

- Basics
- Family
- Descriptions
- Where I live

The curriculum units of work have clearly identified minimum knowledge 'end points,' and have been sequenced to ensure that pupils know more and remember more as they move through primary school and transfer into KS3.

Each unit of work has a clear rationale, key topic vocabulary, builds on pupil's prior learning and defines the minimum knowledge and skills (end points) that pupils will learn. Each unit incorporates regular review opportunities so that skills are reinforced and remembered. In addition, short tasks to practise each of the four language skills have been included within the units of work to give pupils the opportunity to demonstrate their learning. Furthermore, these mini assessments prepare the pupils for similar tasks in KS3.

Lesson resources of 30 minutes duration have been designed by language specialists and are in a consistent and common format. Lessons incorporate a phonics focus giving pupils opportunity to practise pronunciation. The resources employ a range of teaching styles and strategies to engage the children and embed learning, whilst also incorporating sound files of the language spoken by a specialist. It is expected that schools teach one 30-minute lesson per week with further opportunities sought in short bursts over the week to consolidate learning.

### **Key Stage 1**

Whilst there are no formal lesson requirements for KS1, a range of resources have been made to ensure exposure to a modern foreign language. In addition, KS1 may participate in language enrichment days and cultural awareness days.

### **Lesson Design**

PE lessons at St. Bede's will contain these four elements:

#### **Retrieval**

Pupils will recap prior knowledge and learnt vocabulary, referring to the 'Learn it Link it' document for each unit of work.

Examples of retrieval activities could include short quizzes, partner talk, games such as noughts and crosses, etc.

#### **Explanation**

Teachers share subject material in a range of ways, for example, through information PPTs, flashcards, photographs and videos, etc.

Teachers also teach pronunciation of Spanish sounds through phonics activities.

Explanations are linked back to prior learning both within and between topics.

### **Practice**

Suitable varied and purposefully sequenced tasks provide pupils with the opportunity to demonstrate their learning of new vocabulary and phrases.

Appropriate challenge and support is provided so that all children can demonstrate their Spanish skills.

Opportunities for children to use the Spanish language are built in to both explanation and practice tasks, and support pupils in moving from instruction to independence.

All tasks maintain integrity of the subject whilst providing children with a variety of ways to demonstrate their learning.

### **Review**

Responses of all pupils are checked.

Systematic feedback is given.

### **Impact**

Pupils will develop an enthusiastic and positive attitude to languages, whilst developing their own knowledge and skills.

By the end of KS2 they will become increasingly familiar with the sounds and written form of a modern foreign language and have enjoyed success in acquisition of skills. They will be able to use their knowledge with growing confidence and competence, which will form a sound basis for further learning into KS3.

Clearly defined end points will result in higher expected outcomes and a more consistent transition into secondary education. The outcomes in exercise books together with a consistent approach to assessment will demonstrate clear progress and the pupil's acquisition of key knowledge and topic 'end points'. This in turn will allow for a smooth transition into KS3.

## **Statutory Requirements of the National Curriculum for PE**

### **Key Stage 2: Foreign Language**

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should 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.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be 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.