



# Modern Foreign Languages

## Curriculum 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

In 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 also 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.

### KS1

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.

### **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.