



Modern Foreign Languages
National Curriculum Aims
<p>The national curriculum for languages aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • 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.
Key Concepts
<p>During each languages lessons pupils develop the following key concepts through three strands of oracy, literacy and intercultural understanding:</p>
<p>Oracy</p> <ul style="list-style-type: none"> • Pupils learn about the patterns and sounds of language through a variety of resources and activities. • Engaging in conversations with staff and peers through asking and answering questions, expressing opinions and responding to those of others. • Speak in sentences, using familiar vocabulary, phrases and basic language structures. <p>Literacy</p> <ul style="list-style-type: none"> • Reading carefully and showing an understanding of words, phrases and simple writing. • Showing an appreciation towards stories, songs, poems and rhymes in the language. • Broadening their vocabulary through the use of resources such as dictionaries. • To describe people, places, things and actions orally and in writing. • To understand how to apply basic grammar and how to apply these such as feminine, masculine and neuter forms. <p>Intercultural understanding</p> <ul style="list-style-type: none"> • Pupils develop a greater understanding of their own lives in the context of exploring the lives of others. • Pupils can look at things from another’s perspective, giving them insight into the people, culture and traditions of other cultures. • Describe the similarities and differences between peoples, their daily lives, beliefs and values.
Rationale
<p>Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory then nothing has been learned.</p> <p>Sweller Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.</p> <p>Ofsted Framework 2019 When students’ brains link background knowledge with new text, they are better at making inferences and retain information more effectively.</p> <p>Vacca and Vacca (2002)</p> <p>Retrieval is built into the teaching cycle in order to ensure that children activate what they already know and can then build on their existing knowledge, making connections, securing key concepts and deepening learning. Retrieval practice will help teachers to remind pupils of their previous learning and what they know from other subjects, as well as identifying what personal knowledge they bring to the new learning.</p> <p>As identified in the Languages Curriculum Review (Ofsted, June 2021), languages are an integral part of the curriculum. Learning a language is ‘a liberation from insularity and provides an opening to other cultures. It helps to</p>

equip pupils with the knowledge and cultural capital they need to succeed in life. It encourages pupils to appreciate and celebrate difference. The languages curriculum should also provide the foundation for learning further languages. It should enable pupils to study and work in other countries. In doing this, the languages curriculum has a potential positive impact on business and the economy.

The fundamentals of the MFL curriculum focus on developing the three core strands of learning a language, oracy, literacy and intercultural understanding. The teaching of these strands through a clearly progressive framework supports children's development as linguists in addition to supporting the development of the core attitudes that are central to the foundations of learning within Aycliffe, Goodnestone and Nonington.

Developing a deep understanding of the three core strands of oracy, literacy and intercultural understanding through the cross cutting strands of knowledge about language and language learning strategies enables children to understand more, embed more and to apply their deepened knowledge to new situations. They are the vehicle by which children's knowledge deepens and supports the development as linguists, building foundations for further language learning.

EYFS

Learning within our reception year provides the knowledge, skills and understanding bedrock for future learning. Pupils;

- investigate and experience things, and 'have a go'
- concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- have and develop their own ideas, make links between ideas, and develop strategies for doing things

ELG: People, Culture and Communities

Children at the expected level of development will:

- know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class

ADAPTING TEACHING FOR SEND

The Code of Practice says that every teacher is a teacher of SEND. The teachers have overall responsibility for those children and must ensure that they make appropriate progress. Children with identified SEND will have adjustments made in QFT in line with the Mainstream Core Standards. In addition, when planning and teaching the teaching sequence for each project, teachers will consider what adaptations can be made in order for all children to access teaching and learning. Where this is an adaptation beyond the MSC's, teachers will consider, in particular, how specific skills are being developed.

Adaptive teaching will be considered and identified by teachers in the medium-term plan for each project. Subject leaders, alongside the SENDCo, will monitor the effectiveness of these adaptations.

KS1 Specific knowledge within the lessons

Year R+1	Autumn	Spring	Summer
	Pupils learn basic greetings to initiate conversation such as 'hello' and 'how are you?' Pupils learn the first 6 numbers and begin the skills of counting. Pupils begin to learn the main parts of the body such as head, hands, feet, legs and arms.	Pupils begin to learn the basic colours such as red, yellow, blue, green and orange. Through the story <i>Brown Bear</i> by Eric Carle, pupils begin to learn the animals from the story and recap their previous learning of colours. Pupils continue learning numbers by counting up to 10. Pupils learn a selection of fruits and vegetables such as apples, bananas and potatoes.	Pupils learn the plants that are growing outside such as grass, trees and sunflowers. Pupils learn what minibeasts they can find outside such as ladybirds, butterflies and flowers. Pupils learn about things they may see at the seaside such as the sea, the sand and umbrellas.

Year 2	Pupils recap counting up to 10 and use this knowledge to identify amounts. Pupils move their learning of counting on by learning to count to 15. Pupils recap and progress in their learning of the main parts of the body such as nose, mouth, eyes and hair.	Pupils recap and progress in their learning of the colours such as pink, purple, brown and black. Pupils continue their learning of animals through the story of Noah's Ark. Pupils begin to learn basic shapes such as square, circle and rectangle. Pupils learn about how Easter is celebrated in Spain by exploring what they eat and their traditions.	Pupils begin to learn about objects around the classroom such as pencils, rubbers, rulers and sharpeners. Pupils explore the differences between the British and Spanish flag, using their knowledge of colours to help them. Pupils learn about the traditional Spanish dance flamenco, where it originated and what they wore.
---------------	--	---	--

KS2 Specific knowledge within the lessons

Year 3/4	Pupils recap and progress their learning of greetings to develop their conversational skills. Pupils learn to ask questions about a person such as age, where they are from and how they are feeling. Pupils learn to count up to 30 and use this learning to say their age. Pupils begin to learn the days and months of the year in order to state their birthday.	Pupils recap and progress their learning of colours and shapes and apply these to describe the properties of the shapes given. Pupils learn about the animals that live on a farm such as cows, pigs, sheep and chickens. Pupils learn a range of feelings to describe how they and other people are feeling. Pupils learn about the animals that live in a zoo such as lions, tigers, elephants and hippos.	Pupils continue their learning of objects around the classroom and developing their understanding of using 'el' and 'la' before a noun. Pupils progress their learning of parts of their body and learn a range of adjectives to describe their features such as long/short hair. Pupils begin to learn a range of foods and to describe whether they like or dislike certain foods. Pupils learn the key phrases needed to order food or drinks at a cafe.
Year 5/6	Pupils learn to describe their family tree such as how many siblings they have and whether they have any pets. Pupils learn the main places in a town such as the library, church, school and shops. Pupils learn a range of sports and hobbies and use this learning to describe their favourite pastimes.	Pupils learn a range of different weather types and use this learning to give a weather report. Pupils learn a range of different transports and use this to explore how different children travel to get to school. Pupils continue their learning of numbers to count up to 100. Pupils begin to learn to conjugate the verb 'to go' and use this in a range of different contexts.	Pupils learn to tell the time and apply this in their writing. Pupils explore the past and present tenses of given verbs and how to apply these in a sentence. Pupils explore a range of Spanish music such as salsa, bachata and regaetton and how it compares to British music. Pupils are able to use all of their learning throughout the years to create a presentation of a topic of their choice to present to the class.

Deepening Understanding

When learning a language, pupils will deepen their knowledge through developing their **knowledge about language** and **language learning strategies**.

Knowledge about language:

- Identify phonemes, letters and words which are similar to and different from English in spoken and written forms
- Recognise commonly used rhyming sounds and learn how they are written
- Understand and use a range of common words from all word classes, especially verbs
- Recognise that languages use different writing systems, have different ways of expressing social relationships (politeness), borrow words from other languages and describe concepts and ideas differently
- Apply their knowledge of language rules and conventions when building short sentences and texts, spoken and written
- Understand and use question forms and negatives in spoken and written language
- Understand that rules and conventions are respected by native speakers and are important for learners
- Recognise some basic aspects of agreement where relevant, e.g. gender, singular/plural, pronoun/verb, adjectives
- Recognise the importance and significance of intonation and punctuation.

Language Learning Strategies

- Discuss their language learning and try out different learning strategies
- Plan and prepare for language learning activities, analysing what they need in order to carry out a task
- Use gesture and mime to show they understand and to help make themselves understood
- Identify techniques to develop pronunciation, e.g. observing native speakers, speaking aloud, making recordings
- Improve their ability to memorise, using a range of strategies such as association with a physical response, word association, rhyme and rhythm and visualisation
- Identify techniques which assist understanding, e.g. looking at the face of the speaker, asking for repetition or clarification, listening for key words
- Sort and categorise known words and investigate the characteristics of new language
- Apply prior knowledge of language structure(s) when attempting to understand unknown language or to create new language
- Use monolingual and bilingual dictionaries.

Year Group Learning Expectations

Year 1	<ul style="list-style-type: none"> • Join in with songs and rhymes • Verbally greet their peers • Count to ten • To learn key words and phrases through roleplay.
Year 2	<ul style="list-style-type: none"> • Ask peers basic questions such as their name and how they are • Repeat words and phrases • Name body parts • Count to 20
Year 3	<ul style="list-style-type: none"> • Describe the colour and size of an object • Follow simple classroom instructions • Communicate with others using simple words and phrases • Identify the country/countries where the language is spoken • Recognise and understand some familiar words • Write some familiar words from memory • Express their likes and begin to express their dislikes • Write 2 or 3 sentences using a writing frame and word bank • Begin to understand how to form a negative

<p>Oracy</p> <ul style="list-style-type: none"> • Listen and respond to simple rhymes, stories and songs • Recognise and respond to sound patterns and words • Perform simple communicative tasks using single words, phrases and short sentences • Listen attentively and understand instructions, everyday classroom language and praise words 	<p>Literacy</p> <ul style="list-style-type: none"> • Recognise and understand some familiar words and phrases in written form • Read aloud in chorus, with confidence and enjoyment, from a known text • Write some familiar simple words using a model • Write some familiar words from memory 	<p>Intercultural Understanding</p> <ul style="list-style-type: none"> • Appreciate the diversity of languages spoken within their school • Talk about the similarities and differences of social conventions between different cultures • Identify the country or countries where the language is spoken • Have some contact with the country/countries • Recognise a children's song, rhyme or poem well known to native speakers
<p>Year 4</p>	<ul style="list-style-type: none"> • Name and describe people, a place and an object • Have a short conversation, saying 3 to 4 things • Give response using a short phrase • Start to speak, using a full sentence • Read and understand a short passage using familiar language • Explain the main points in a short passage • Read a passage independently • Use a bilingual dictionary or glossary to look up new words • Write phrases from memory • Write 2-3 short sentences on a familiar topic • Write what they like/dislike about a familiar topic 	
<p>Oracy</p> <ul style="list-style-type: none"> • Memorise and present a short spoken text • Listen for specific words and phrases • Listen for sounds, rhyme and rhythm • Ask and answer questions on several topics 	<p>Literacy</p> <ul style="list-style-type: none"> • Read and understand familiar written phrases • Follow a short text while listening and reading, saying some of the text • Read a wider range of words, phrases and sentences aloud • Write some familiar words and phrases without help 	<p>Intercultural Understanding</p> <ul style="list-style-type: none"> • Talk about celebrations of which they have experience • Know about similar celebrations in other cultures • Compare aspects of everyday life at home and abroad
<p>Year 5</p>	<ul style="list-style-type: none"> • Recognise patterns in simple sentences • Apply knowledge of rules when building sentences • Develop accuracy in pronunciation • Understand and use negatives consistently • Pronounce/read aloud unknown words • Ask someone to clarify or repeat • Use simple conjunctions 	
<p>Oracy</p> <ul style="list-style-type: none"> • Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts • Understand and express simple opinions 	<p>Literacy</p> <ul style="list-style-type: none"> • Read and understand some of the main points from a text • Understand how a simple sentence is written • Write words, phrases and a few sentences using a model. 	<p>Intercultural Understanding</p> <ul style="list-style-type: none"> • Identify similarities and differences in everyday life • List some similarities and differences between contrasting localities • Recognise how symbols, products, objects can represent the culture/cultures of a country

<ul style="list-style-type: none"> • Listen attentively and understand more complex phrases and sentences • Prepare a short presentation on a familiar topic 		<ul style="list-style-type: none"> • Recognise how aspects of the culture of different countries become incorporated into the daily life of others.
Year 6	<ul style="list-style-type: none"> • • • • • • • 	<p>Hold a simple conversation with at least 4 exchanges</p> <p>Use knowledge of grammar to speak correctly</p> <p>Understand a short story or factual text and note the main points</p> <p>Use the context to work out unfamiliar words</p> <p>Write a paragraph of 4-5 sentences</p> <p>Substitute words and phrases</p> <p>Read aloud with confidence</p>
Oracy <ul style="list-style-type: none"> • Understand the main points and simple opinions in a spoken story, song or passage • Perform to an audience • Understand longer and more complex phrases or sentences • Use spoken language confidently to initiate and sustain conversations and to tell stories 	Literacy <ul style="list-style-type: none"> • Read aloud with confidence, enjoyment and expression, in chorus or individually • Read and understand the main points and some detail from a short written passage • Write several sentences from memory • Develop a short text using a model. 	Intercultural Understanding <ul style="list-style-type: none"> • Demonstrate understanding of and respect for cultural diversity • Present information about an aspect of another country.