

Languages



National Curriculum End of Key Stage 2 Expectations

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.



Statement of Intent

At Moor Green Primary Academy, our Languages curriculum is designed and adapted to engage, support and challenge all pupils from our diverse range of social and cultural backgrounds. Through languages, children explore a range of cultures. Experiencing various languages broadens students' cultural capital and encourages a greater sense of community within our school. The same threshold concepts are explored in every year group as students gradually increase their understanding of them.

We understand that learning a foreign language is a liberation from insularity and provides an opening into other cultures. It fosters pupils' curiosity and deepens their understanding of the world, enabling them to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. Throughout their school lives at Moor Green, children are taught to understand and speak a range of languages.



In Early Years and Key Stage One, children learn how to understand and speak greetings, simple phrases and sentences in a range of languages, such as sign language, Indonesian and German. They explore these through singing, chants and rhymes. These opportunities have a positive impact on all pupils, especially newly arrived and EAL children. In Key Stage Two, the focus is on enabling pupils to make substantial progress in one language, French. The teaching provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at key stage 3.

Rigolo is an exciting French course for Key Stage 2. It is not a traditional language course as it combines a variety of digital and traditional media. Its structure serves the purpose of making French accessible and exciting to pupils. The course is closely matched to the Key Stage 2 Framework, both in its selection of teaching and learning activities, and in its promotion of language-learning strategies and development of knowledge about how the language works. By the time children leave Moor Green they have the capacity, curiosity and confidence to continue their foreign language journey. They will flourish creatively, as both independent learners and as contributors to the wider community, achieving a rich and full life.



Key Concepts

- ▶ Vocabulary
- ▶ Grammar
- ▶ Tenses
- ▶ Communication (speaking and listening)
- ▶ Diversity





Curriculum Design

Through languages, children explore and celebrate diversity. Experiencing various languages broadens students' cultural capital and encourages a greater sense of community within our school.

We understand that learning a foreign language is a liberation from insularity and provides an opening into other cultures. It fosters pupils' curiosity and deepens their understanding of the world, enabling them to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing.

Throughout their school lives at Moor Green, children experience a range of languages.

EYFS

In EYFS pupils learn through play. Teachers carefully plan an environment indoors and out, which covers all aspects of the curriculum. This is our 'continuous provision'. During the day, pupils come together for teacher led sessions in maths, phonics, story and singing. Each week a group of pupils are chosen as focus children and their personal interests take the lead and adults support them to move their play and learning on by looking for 'teachable moments', whilst supporting other pupils to either join in with the focus child or work on their own projects.

Adults record significant observations on Tapestry and use this to analyse gaps and plan for next steps. They may bring in additional resources to extend a project and this is our 'enhanced provision.' Parents contribute to their child's Tapestry journal.

Languages are taught during register times when pupils learn a new greeting in line with the whole school. Pupils' home languages are valued, and staff support children who are new to English and learn some key phrases in home languages and share these with pupils.

There is currently no foreign language Early learning Goal and as a result staff focus is on general language development and closing the word gap through meaningful interactions and quality first teaching.



Curriculum Design

KS1

In Early Years and Key Stage One, children learn how to understand and speak greetings, simple phrases and sentences in a range of languages, such as sign language, Indonesian and Germany. They explore these through singing, chants and rhymes. These opportunities have a positive impact on all pupils, especially newly arrived and EAL children.

They have opportunities during the school day to use greetings and simple phrases and sentences, such as 'Thank you' or 'My name is...'

In Key Stage 1, children use the Rigolo 1 scheme, Units 1 – 6, which lays the foundation for further foreign language teaching in Key Stage 2.

KS2

In Key Stage Two, the focus is on enabling pupils to make substantial progress in one language, French. The teaching provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at Key Stage 3.

Rigolo is an exciting French course for Key Stage 2. It is not a traditional language course as it combines a variety of digital and traditional media. Its structure serves the purpose of making French accessible and exciting to pupils. The course is closely matched to the Key Stage 2 Framework, both in its selection of teaching and learning activities, and in its promotion of language-learning strategies and development of knowledge about how the language works.

Curriculum Design



Rigolo is an exciting French course for Key Stage 2. It is not a traditional language course as it combines a variety of digital and traditional media. Its structure serves the purpose of making French accessible and exciting to pupils. The course is closely matched to the Key Stage 2 Framework, both in its selection of teaching and learning activities, and in its promotion of language-learning strategies and development of knowledge about how the language works.



YEAR GROUP	RIGOLO	UNITS
Year 3	Rigolo 1	6-12
Year 4	Rigolo 2	1-4
Year 5	Rigolo 2	5-8
Year 6	Rigolo 2	9-12



SMSC Links

- ▶ MFL gives students an opportunity to both consider the needs and experiences of people of other cultures and reflect upon their own response to this.
- ▶ It also encourages students to discover, discuss and debate unfamiliar lifestyles, global events, problems and changes.



Inspirational Bilingual Speakers



Mark Zuckerberg, Founder and CEO of Facebook: English and Chinese.



This tennis superstar has four Olympic gold medals to her name, but not all of her accomplishments are athletic. She also speaks French and Italian, and some reports say she's also fluent in Spanish.



Why is MFL important?

Learning a foreign language is important because it:

- supports an understanding of living in a multicultural society
- provides an opening to other cultures
- fosters curiosity about the wider world
- foundation for learning further languages at secondary school