

## Foreign Languages Curriculum at Soudley School

'Respect for Ourselves, Each Other and The Environment'

### Key Drivers

Our Forest, Communication, Knowledge and Understanding of the World

KS1 Long Term Plan

[KS1%20long%20term%20rolling%20programme%20Soudley.pdf \(website-editor.net\)](#)

KS2 Long Term Plan

[KS2%20Long%20Term%20Rolling%20Programme%20Soudley%20.pdf \(website-editor.net\)](#)

When our children leave Soudley School, we would like them to:

- Have a good basic awareness and appreciation of one main foreign language ("make substantial progress in" French) and to a lesser extent, one, two or three more (Spanish, Mandarin, Polish/choice of other languages)
  - Have developed good basic speaking and listening skills in one main language and where possible, some very basic S and L skills in at least one other
  - Have developed an understanding of the concept of reading/listening "for gist and detail"
  - Have developed the ability to use language creatively and spontaneously e.g. in role play or real-life situations
  - Have developed an "ear" for language and to have had the opportunity to develop good intonation and pronunciation
  - Have had the opportunity to develop basic written skills in French as well as to understand the concept of difference between scripts in other languages, eg script types, accents, tones
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- Have an excellent appreciation of the importance of languages - to understand that languages are key to human communication and understanding and to a culture of mutual respect
  - Have a passion for languages and a commitment to the subject
  - Have learnt a range of traditional/modern French songs and some in Spanish
  - Have developed an understanding/appreciation of culture within different countries/communities and a strong awareness of the culture of the countries where the language is spoken.
  - Have developed the ability to draw upon a wide range of resources in self-directed language learning

### S.E.N.D.

At Soudley School, we make every effort to address the needs of all children and so the activities presented will feature differentiation, extension and will be suitably modified and/or supported for those with SEND. It is acknowledged that learning a foreign language can put children on a level playing field as it is (mostly) new learning to all, furthermore the use of makaton to supplement the foreign language learning can be of benefit to all, and can help build the confidence of children with SEND as it plays to their strengths.

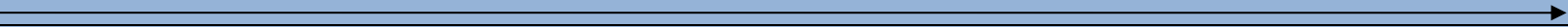
**Key drivers**

**The National Curriculum, Our Forest, Communication and Knowledge and Understanding of the World**

The NC states that learning a foreign language is “liberation from insularity” providing “an opening to other cultures”. Languages education should “foster pupils’ curiosity and deepen their understanding of the world, and be the foundation for learning further languages, equipping pupils to study and work in other countries”. FL teaching is optional at Key Stage 1 however at Soudley School we consider it a valuable skill which we teach, in age appropriate activities, from nursery onwards.

Our school is largely but not exclusively monocultural - we want to show our appreciation for the diversity of languages that we do have and which are reflected in our local community, by valuing those languages represented in our school community and within the locality. Parents/families within our school community are a vital resource in language learning and our approach aims to include them and their skills/knowledge as much as possible.

The ethos of Family Learning at Soudley School offers other opportunities for languages teaching and currently there is a weekly family language club, where we use all the experience and knowledge of those attending.

Longitudinal Learning: 

1. All Years: Designated languages section with games and activities to support and supplement learning in school.
2. All Years: Where appropriate, teaching and learning references the FL and ethnic origin in the school; for example Polish, Farsi, Brazilian Portuguese, Welsh, Greek, Swedish.
3. All Years: FL teacher and other staff through reinforcement activities and incidental learning of languages though curriculum work such as Swahili when studying Africa.
4. EY and KS1: (French) Informal beginnings in readiness for KS2 : songs, rhymes and games, answering registers, greetings...
5. Formal teaching KS2: Some children already have a good basic grounding whereas others at least have had some exposure
6. Integrated Art projects with a language element

**Delivery - Each lesson should have opportunities for:**

1. Songs/games/role play activity
2. Speaking and listening
3. Reinforcement of familiar vocabulary as well as new vocabulary
4. Written work (as appropriate)

Soudley School use Twinkl to support the delivery of MFL

Early Years	Year 1/Year 2	Lower Key Stage 2	Upper Key Stage 2
<p>The FL teaching and learning in Early Years and at KS1 almost exclusively focuses on oral skills rather than reading or writing. Exceptions to this have been where a child shows particular flair and interest and has made a specific request re. writing – eg “how do you write bonjour?” or “What does that say?”</p> <p>ELG –Development Matters</p>		<p>Reading in another FL and written skills are generally introduced in KS2, and make up a key part of the T and L, however confidence in speaking and listening remains the main focus.</p> <p>The main emphasis is on developing confidence in languages, building on what they have learned in KS1, notably in French but also bringing in other</p>	<p>To support the children in readiness for learning MFL at secondary school. Practice and consolidation of skills learned in KS1 and lower KS2, plus an increased emphasis on accuracy of pronunciation, range of vocabulary, basic grammar and regular written work produced with care. Encouragement of students in <u>self-directed study</u> including choice of other MFL.</p> <p>The majority of the above will be via Speaking and Listening however some written work is expected at this stage, as a prompt, to reinforce</p>

<p><i>Communication and language</i> - listening to and joining in songs or games  <i>PHE</i> – self-confidence and self-awareness Being confident to have a go, developing the motivation to keep trying, ethos that making mistakes is all part of learning  <i>Physical development.</i> - active language learning through dance and movement  <i>Literacy and Number</i> – FL learning building on what they already know; listening and answering simple prompts based on counting and questions; supporting children whatever level they are at in their development.  <i>Understanding the world</i> - They know about similarities and differences between themselves and others among families, communities and traditions.</p>	<p>languages where appropriate, e.g by comparison with other/home languages.</p> <p>Much of the teaching and learning will continue to be through speaking and listening and songs and dancing are still a major part of lessons. However at this stage they will have their own books to record some written work, either as single words, short phrases or simple commonly used sentences.</p> <p>Children are encouraged to draw pictures to help them with word recognition, also labelled diagrams e.g. parts of the body. Role play is encouraged, to practise vocabulary learnt in a real-life situation, and to build confidence in speaking aloud, in front of others.</p>	<p>the learning as well as to help prepare children for increased written work at secondary school.</p> <p>Opportunities for cross curricular learning, e.g.</p> <p><i>ICT</i>-create a power point presentation/poster using publisher on topic of interest eg food, festivals, where to go on holiday. Present work to class (speaking and listening focus).</p> <p><i>Number</i>-Learn Numbers 20 and above up to 100. More able understand numbers related to shopping quantities and simple money problems up to 1000 and above. More able...ordinal numbers?</p> <p><i>Understanding the world</i>-make a poster to show differences between England and France (or other chosen country/culture) related to topic of choice eg food, festivals, school, holidays, weather etc.</p>
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Our curriculum is knowledge based and designed to have an impact on long term memory. See long, medium, short term plans regarding curriculum content and coverage. The following outlines the progress expected within the subject and helps to provide progression throughout the school in our mixed age classes.

Due to the impact of Covid, teachers assess children at the beginning of units of work and track back through the colours when necessary, to fill gaps and ensure sound understanding before moving on.

### Curriculum Progression in foreign language (French)

	Rainbow reference	SPEAKING AND LISTENING	READING AND WRITING
Pre-school	White		
Reception	Red		

Year One	Orange		
Year Two	Yellow		
Year Three	Green	<p>Use basic key vocabulary and build on this through listening, practice, trial, and error</p> <p>Listen beyond a level at which they can speak independently</p> <p>Tell the time in simple terms</p> <p>Articulate clearly</p> <p>Get meaning across, sometimes using set phrases</p> <p>Discuss word meanings, linking to patterns in English and new language</p> <p>Use number to and beyond 100</p> <p>Use known phrases to ask and answer questions</p> <p>Create oral sentences independently</p>	<p>Fill in a table of verbs</p> <p>Underline correct / incorrect</p> <p>Identify simple errors</p> <p>Memorise and recall key words to use in writing</p> <p>Sequence sentences to form short narratives</p> <p>Check that simple text makes sense and discuss understanding of the meaning</p> <p>Identify key details from text even without full interpretation</p>
Year Four	Blue	<p>Begin to understand and use simple grammatical features – e.g. tense</p> <p>Memorise key words and phrases from books, building vocabulary</p> <p>Draw on background understanding of vocabulary and grammar when listening</p> <p>Use language in drama and role play, and experiment with new vocabulary</p> <p>Speak audibly with increasing fluency Demonstrate understanding through verbalisation, linking new meanings to known vocabulary</p> <p>Use increasingly correct vocabulary and terminology</p> <p>Listen and respond to each other and to adults Tell the time in more complex terms</p> <p>Ask questions to extend understanding</p>	<p>Read about a given topic, with simple interpretations</p> <p>Retrieve and record information</p> <p>Paraphrase and summarise information in the new language</p> <p>Write explanations and concepts</p> <p>Summarise information in their own writing</p> <p>Apply new phrases from reading to previous vocabulary and grammar</p>

		Explain ideas and concepts, showing understanding and comprehension	
Year Five	Indigo	<p>Organise thoughts before verbalising</p> <p>Be active in discussions, and reiterate arguments Begin to chatter in the new language</p> <p>Explain ideas and concepts, using subject specific vocabulary</p> <p>Begin to paraphrase</p> <p>Define key points, and give brief descriptions</p> <p>Experiment with a range of vocabulary and terms to explain concepts</p>	<p>Extrapolate the main points of information from books</p> <p>Read an increasing range of non fiction and reference books Retrieve, record and present information</p> <p>Précis longer passages</p> <p>Complete longer pieces of writing</p> <p>Organise writing to report on a topic in the new language</p> <p>Use vocabulary effectively to establish understanding</p>
Year Six	Violet	<p>Gain the interest of listeners</p> <p>Appraise and compare verbally, using remembered vocabulary</p> <p>Imagine and explore ideas verbally using an increasingly extensive vocabulary</p> <p>Report on events, verbally</p> <p>Speculate and hypothesise, explaining and exploring the meaning of new words</p> <p>Extrapolate information in conversation and use it to theorise and debate</p> <p>Respond to the comments of others, building conversation</p> <p>Prepare a verbal presentation, and use a dictionary to check the meaning of new words</p>	<p>Assemble written presentations on a topic following reading Imagine and explore</p> <p>Assemble pieces of writing into longer presentations</p>