

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

KS2 Long Term Plan

[KS2-Long-Term-Curriculum-Overview-Soudley.pdf](#)

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)
- Have developed good basic speaking and listening skills in one main language and, where possible, some very basic S and L skills in
- Have developed an understanding of the concept of reading/listening
- 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

- Have an excellent appreciation of the importance of languages - to understand that languages are key to human communication, 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
- 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 where needed, 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 and can help build the confidence of children with SEND.

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'

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.

Longitudinal Learning:

1. 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.
2. All Years: FL teachers and other staff through reinforcement activities and incidental learning of languages though curriculum work such as Swahili when studying Africa.
3. Formal teaching KS2: Some children already have a good basic grounding whereas others at least have had some exposure
4. KS2: Designated languages lessons with games and activities to support and supplement learning in school
5. 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 including retrieval practices
4. Written work (as appropriate)

Soudley School use **Twinkl** to support the delivery of MFL

Lower Key Stage 2

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.

The main emphasis is on developing confidence in languages, introducing new language in manageable and relatable parts, building on any existing knowledge, notably in French but also bringing in other languages where appropriate, e.g by comparison with other/home languages (Oracy and origin of language links)

Much of the teaching and learning will continue to be through speaking and listening. Songs and active tasks are a major part of lessons. However at this stage, they will have their own books to record written work, either as single words, short phrases or simple commonly used sentences.

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

Upper Key Stage 2

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 and use of French dictionaries for building of independence in these areas.

The majority of the above will be via Speaking and Listening however written work is expected at this stage to reinforce the learning as well as to help prepare children for increased written work at secondary school.

Opportunities for cross curricular learning, e.g.

Computing-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).

vocabulary learnt in a real-life situation, and to build confidence in speaking aloud, in front of others.	Number-Learn Numbers 20 and above up to 100. More able understand numbers related to shopping quantities/money and simple money problems. Understanding the world-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.
--	--

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.

Teachers assess through quizzes at the end of each unit.

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	Use basic key vocabulary and build on this through listening, practice, trial, and error Listen beyond a level at which they can speak independently Tell the time in simple terms Articulate clearly	Fill in a table of verbs Underline correct / incorrect Identify simple errors Memorise and recall key words to use in writing Sequence sentences to form short narratives Check that simple text makes sense and discuss understanding of the meaning

		Get meaning across, sometimes using set phrases Discuss word meanings, linking to patterns in English and new language Use number to and beyond 100 Use known phrases to ask and answer questions Create oral sentences independently	Identify key details from text even without full interpretation
Year Four	Blue	Begin to understand and use simple grammatical features – e.g. tense Memorise key words and phrases from books, building vocabulary Draw on background understanding of vocabulary and grammar when listening Use language in drama and role play, and experiment with new vocabulary Speak audibly with increasing fluency Demonstrate understanding through verbalisation, linking new meanings to known vocabulary Demonstrate understanding through verbalisation, linking new meanings to known vocabulary Use increasingly correct vocabulary and terminology Listen and respond to each other and to adults Tell the time in more complex terms Ask questions to extend understanding Explain ideas and concepts, showing understanding and comprehension Explain ideas and concepts, showing understanding and comprehension	Read about a given topic, with simple interpretations Retrieve and record information Paraphrase and summarise information in the new language Write explanations and concepts Summarise information in their own writing Apply new phrases from reading to previous vocabulary and grammar
Year Five	Indigo	Organise thoughts before verbalising Be active in discussions, and reiterate arguments Begin to chatter in the new language Explain ideas and concepts, using subject specific vocabulary Begin to paraphrase	Extrapolate the main points of information from books Read an increasing range of non fiction and reference books Retrieve, record and present information Précis longer passages Complete longer pieces of writing Organise writing to report on a topic in the new language

		Define key points, and give brief descriptions Experiment with a range of vocabulary and terms to explain concepts	Use vocabulary effectively to establish understanding
Year Six	Violet	Gain the interest of listeners Appraise and compare verbally, using remembered vocabulary Imagine and explore ideas verbally using an increasingly extensive vocabulary Report on events, verbally Speculate and hypothesise, explaining and exploring the meaning of new words Extrapolate information in conversation and use it to theorise and debate Respond to the comments of others, building conversation Prepare a verbal presentation, and use a dictionary to check the meaning of new words	Assemble written presentations on a topic following reading Imagine and explore Assemble pieces of writing into longer presentations