



Subject Handbook

Modern Foreign
Languages



St. John the Baptist
Catholic Primary School



Our MFL Curriculum



Intent



St. John the Baptist Catholic Primary School uses the Language Angels scheme of work and resources to ensure we offer a relevant and broad foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils are expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning.

The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary grammar will be covered in an age-appropriate way across KS2. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning.



Our MFL Curriculum



Implementation



All KS2 classes have access to a high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned lessons taught by class teachers.

Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes.

Language Angels units are organised so that they offer the appropriate level of challenge and stretch for the children.

Early Language units are entry level units and are most appropriate for Year 3 pupils or pupils with little or no previous foreign language learning. Intermediate units (for Year 4-5 pupils) increase the level of challenge by increasing the amount and complexity of the foreign language presented to pupils. Progressive and Creative Curriculum units are the most challenging units and are suitable for Year 6 pupils or pupils with a good understanding of the basics of the language they are learning.

Units, where possible and appropriate, will be linked to class topics and cross curricular themes. Children will build on previous knowledge gradually as their foreign language lessons continue to revisit and consolidate previously learnt language. Pupil learning and progression will be assessed at regular intervals in line with school policy.



Our MFL Curriculum



Impact



As well as each subsequent lesson within a unit being progressive, the teaching type organisation of Language Angels units also provides progressive learning and challenge. Units increase in level of challenge and linguistic and grammatical complexity as pupils move from Early Learning units through Intermediate units and into the Progressive units.

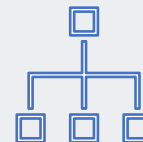
Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through KS2. Previous language will be revisited and consolidated whenever possible and appropriate.

Teachers will use the planning documents provided to ensure that they know what to teach and how to teach it in each lesson, across whole units and across each scholastic term.

The opportunity to assess pupil learning and progression in the key language skills is provided at the end of each 6-week teaching unit. This information will be recorded and will be monitored by the Foreign Language Subject Leader who can use this data to ensure teaching is targeted and appropriate for each pupil and year group as well as to feedback on progress to SLT. Teachers record, analyse and access this data using the Tracking and Progression Tool that monitors school, class and individual progress in the foreign language.

Children are expected to make good or better than good progress in their foreign language learning.

Curriculum Rationale



How Language Angels Supports Curriculum Drivers

Language Angels aims to equip all pupils with a broad and balanced curriculum that deepens knowledge but also provides the cultural experiences they need to flourish throughout primary phase and beyond. As always, **we encourage all schools to personalise the learning pathways to the needs of the pupils in their school**. The curriculum drivers we support with foreign language learning are:

Oracy

We will support pupils in becoming increasingly articulate young individuals who are able to express their own ideas confidently in both the first and second language. Language Angels promotes spoken activities and provides plentiful activities in all lesson to encourage communication which we believe needs to be actively taught and practised. The oracy developed in the foreign language will increase confidence, improve academic outcomes and encourage both independent and group work.

Diversity

Wherever possible Language Angels will celebrate religion, ethnicity and ability. Great efforts have been made to represent a range of cultural backgrounds. The characters the children will see have been designed by our own team of illustrators and do not always conform to stereotypes and do always promote equal opportunities and inclusivity at all times. We endeavour to ensure all pupils feel valued, respected and included in their foreign language lessons. Language Angels values diversity and celebrates difference.

Creativity

Creativity is at the heart of Language Angels and pupils need opportunities to practise creativity. Music and art are only part of how we encourage pupils to be creative in foreign language lessons. Our creative approach will encourage pupils to think creatively to solve problems creatively and will encourage them to enjoy finding different pathways to the same end goal. They are encouraged to find alternative and creative solutions to allow them to write and say what they would like in the foreign language.

Independence

Wherever possible Language Angels will encourage all pupils from an early age to be confident independent learners. To become more organised, deeper thinkers, and use their initiative to solve problems and move forward in their language learning. Knowing what to do when they are unable to initially complete a task/answer a question will help build their confidence. Learning to persevere and understanding that it can at times take longer for some to find answers but knowing we will get to the answer in the end are important life skills.

SEND - foreign language learning for all

Language Angels is 100% committed to effective teaching and learning in primary foreign languages for all pupils. We fully support teachers of pupils with special educational needs and disabilities, enabling them to access our foreign language curriculum from Nursery all the way through to the end of primary phase in an inclusive environment. Working with an increasing number of special educational schools, Language Angels strives to find solutions that ensure the progress and development of all pupils in all primary classrooms.

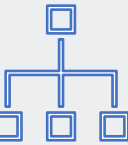
Why?

At Language Angels we understand how important it is to meaningfully include all SEND pupils in learning a modern foreign language, the learning of which, in itself, recognises that diversity should be celebrated in our world of multiple cultures and languages. Foreign language lessons align beautifully to SEND teaching and learning as they develop and encompass a very wide range of skills. This makes foreign language lessons accessible and rewarding to all pupils, including those that may have undiagnosed learning difficulties. Foreign language lessons encourage a genuine curiosity for knowledge and understanding of foreign languages and cultures that goes beyond the classroom. Learning a foreign language teaches skills that are transferable to other areas of the curriculum. They help improve memory, attention and concentration, thus helping pupils problem-solve and improve executive function. All of this together provides all pupils with a sense of achievement, belonging and improves their self-esteem and confidence.

How?

Our platform offers a multisensory approach to learning. We use a wide range of audio, visual and kinaesthetic teaching styles throughout all levels of learning that support working memory and create a 'like' and a 'want' to learning foreign languages. Native voice files, colourful, engaging and interactive lessons, fun karaoke songs, and appropriate desk-based activities – everything you need is provided.

Curriculum Overview

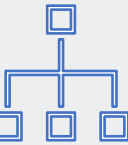


KS2 Programme Of Study Requirement	Main Skill Focus	Progressive Units
1	"Listen attentively to spoken language and show understanding by joining in and responding."	LISTENING All units
2	"Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words."	LISTENING All units (except: World War 2, Me in the World)
3	"Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help."	SPEAKING All units
4	"Speak in sentences, using familiar vocabulary, phrases and basic language structures."	SPEAKING All units
5	"Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases."	SPEAKING All units (plus: Phonics 4)
6	"Present ideas and information orally to a range of audiences."	SPEAKING All units
7	"Read carefully and show understanding of words, phrases and simple writing."	READING All units
8	"Appreciate stories, songs, poems and rhymes in the language."	READING All units (except: Me in the World)
9	"Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary."	READING All units
10	"Write phrases from memory, and adapt these to create new sentences, to express ideas clearly."	WRITING All units
11	"Describe people, places, things and actions orally and in writing."	WRITING At School(THINGS), The Weekend Activities(THINGS & ACTIONS), World War II(THINGS & PLACES), Healthy Lifestyles(THINGS & ACTIONS), Planets(THINGS, PEOPLE & PLACES), Habitats(PEOPLE, PLACES & THINGS), Me In The World(PEOPLE & PLACES), Vikings (PEOPLE, PLACES & THINGS)
12	"Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English." *	GRAMMAR (GENDER & ARTICLES) At School, Healthy Lifestyles GRAMMAR (FIRST PERSON SINGULAR OF HIGH FREQUENCY VERBS) At School, The Weekend, World War II, Healthy Lifestyles, Regular Verbs, Irregular Verbs, Me In The World GRAMMAR (POSSESSIVES) Vikings GRAMMAR (ADJECTIVAL AGREEMENT) At School, Planets, Vikings GRAMMAR (USING THE NEGATIVE) At School, The Weekend, Healthy Lifestyles GRAMMAR (USING CONJUNCTIONS / CONNECTIVES) All units GRAMMAR (OPINIONS) At School, Weekend, Vikings

KS2 Programme Of Study Requirement	Main Skill Focus	Intermediate Units
1	"Listen attentively to spoken language and show understanding by joining in and responding."	LISTENING All units
2	"Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words."	LISTENING All units (Plus: Phonics 2)
3	"Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help."	SPEAKING All units
4	"Speak in sentences, using familiar vocabulary, phrases and basic language structures."	SPEAKING All units
5	"Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases."	SPEAKING All units (plus: Phonics 2 + 3)
6	"Present ideas and information orally to a range of audiences."	SPEAKING All units
7	"Read carefully and show understanding of words, phrases and simple writing."	READING All units
8	"Appreciate stories, songs, poems and rhymes in the language."	READING All units
9	"Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary."	READING All units
10	"Write phrases from memory, and adapt these to create new sentences, to express ideas clearly."	WRITING All units
11	"Describe people, places, things and actions orally and in writing."	WRITING Presenting Myself (PEOPLE), Family (PEOPLE), Tudors (PEOPLE), In The Classroom (THINGS), Pets (THINGS), The Weather (THINGS), Clothes (THINGS), Habitats (PEOPLE, PLACES & THINGS), Romans (PEOPLE, PLACES & THINGS), Olympics (PEOPLE, PLACES & THINGS), My Home (PLACES)
12	"Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English." *	GRAMMAR (GENDER & ARTICLES) Family, At the Cafe/Tea Room/ Restaurant, In The Classroom, Pets, Clothes, Olympics, My Home. GRAMMAR (FIRST PERSON SINGULAR OF HIGH FREQUENCY VERBS) Presenting Myself, Family, At the Cafe/Tea Room/Restaurant In The Classroom, Pets, Clothes, Olympics, Romans, My Home GRAMMAR (POSSESSIVES) Family, In The Classroom, Clothes GRAMMAR (ADJECTIVAL AGREEMENT) Presenting Myself, Clothes, My Family, Olympics GRAMMAR (USING THE NEGATIVE) In The Classroom, Pets, Romans, My Home GRAMMAR (USING CONJUNCTIONS / CONNECTIVES) In The Classroom, Pets, My Home GRAMMAR (OPINIONS) Clothes, Olympics, Habitats GRAMMAR (WHOLE CONJUGATION OF HIGH FREQUENCY VERBS)

KS2 Programme Of Study Requirement	Main Skill Focus	Early Language Units
1	"Listen attentively to spoken language and show understanding by joining in and responding."	LISTENING All units
2	"Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words."	LISTENING All units (plus: Phonics 1-4)
3	"Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help."	SPEAKING All units
4	"Speak in sentences, using familiar vocabulary, phrases and basic language structures."	SPEAKING All units
5	"Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases."	SPEAKING All units (plus: Phonics 1-4)
6	"Present ideas and information orally to a range of audiences."	SPEAKING All units
7	"Read carefully and show understanding of words, phrases and simple writing."	READING All units
8	"Appreciate stories, songs, poems and rhymes in the language."	READING All units
9	"Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary."	READING All units
10	"Write phrases from memory, and adapt these to create new sentences, to express ideas clearly."	WRITING All units
11	"Describe people, places, things and actions orally and in writing."	WRITING Animals (THINGS), I Am Able.../I Know How...(ACTIONS), Ancient Britain (PEOPLE)
12	"Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English." *	GRAMMAR (GENDER & ARTICLES) Animals, Instruments, Ancient Britain, Fruits, Vegetables, Shapes, Ice-Creams, Seasons GRAMMAR (FIRST PERSON SINGULAR OF HIGH FREQUENCY VERBS) I Am Learning..., Animals, Instruments, I Am Able.../I Know How..., Ancient Britain, Fruit, Vegetables, Ice-Creams, Seasons GRAMMAR (POSSESSIVES) Fruits GRAMMAR (ADJECTIVAL AGREEMENT) Seasons, Ice-Creams GRAMMAR (USING THE NEGATIVE) Fruits, Seasons GRAMMAR (USING CONJUNCTIONS / CONNECTIVES) Fruits, Seasons GRAMMAR (OPINIONS) Fruits, Seasons GRAMMAR (WHOLE CONJUGATION OF HIGH FREQUENCY VERBS)

Language Progression



Core Vocabulary Units (suitable for all year groups) - Language Learning Skill

UNIT	SPEAKING	LISTENING	READING	WRITING	GRAMMAR
Core Vocabulary & Phonics	Listen to and recognise all vocabulary in target language without written form.	Say all vocabulary including some simple rhymes with accurate pronunciation.	Read all new vocabulary and simple rhymes without hearing first.	Spell all new language as accurately as possible via tasks in each lesson.	N/A



Early Language Learning Units (suitable for KS1 & year 3) - Language Learning Skill

UNIT	SPEAKING	LISTENING	READING	WRITING	GRAMMAR
Ice-Creams (*)	Activities in lessons 1-5. Starting with the individual flavours and building towards a role play in an ice-cream shop / parlour.	Activities in lessons 1-5. Matching sounds to ice-cream flavours in pictures, words and phrases. Extended listening challenge offered in lesson 4 with extra vocabulary for cones and pots.	Activities in lessons 1-5. Match word to ice-cream flavour picture / word. Extended reading opportunities offered in lessons 4 & 5 including cones, pots and number of scoops.	Activities in lessons 1-5. Differentiated tasks building towards designing their own ice-cream in lesson 5 using flavours, cones, pots and number of scoops. Short translation tasks (from English into the foreign language) provided in lesson 5.	Verb structures - first person singular form of the phrase 'I would like...'
Seasons (*)	Activities in lessons 1-5. Starting with the individual seasons (noun + definite article) and building towards saying a short phrase about the key characteristics of each season by lesson 5.	Activities in lessons 1-5. Matching each season to a picture, word or phrase. Understanding slightly longer text and starting to learn to decode and gist listen by lesson 5.	Activities in lessons 1-5. Matching seasons to images / words / phrases. Short and simple reading tasks by lesson 5.	Activities in lessons 1-5. Differentiated worksheets in each lesson. Building towards writing a short phrase about each season by lesson 5.	Use of definite articles with the seasons and learning how to say 'in' a particular season.



Intermediate Language Learning Units (suitable for years 4-5) - Language Learning Skill

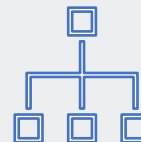
UNIT	SPEAKING	LISTENING	READING	WRITING	GRAMMAR
The Olympics (*)	Activities in lessons 1-5. Oral presentation of ancient and modern Olympic games (lessons 1-2). Olympic sports and the verb "to do" in conjunction with sports (lessons 3-5).	Various activities in lessons 1-5. Variety of listening exercises in lesson 3-5 concerning Olympic sports, the verb "to do" in conjunction with sports and describing sports as a profession.	Various activities in lessons 1-5. Variety of reading exercises in lesson 1-5 concerning the ancient and modern Olympics, Olympic sports, the verb "to do" in conjunction with sports and describing sports as a profession.	Various activities in lessons 1-5. Variety of writing activities (including worksheets) in lesson 3-5 concerning Olympic sports, the verb "to do" in conjunction with sports and describing sports as a profession.	The verb "to do" in conjunction with sports and describing sports as a profession (using it as an adjective) which requires correct adjectival agreement.
The Romans (*)	Activities in lessons 1-5. Oral presentation of life as a Roman child in lesson 5.	Various activities in lessons 1-5. Extended listening exercise in lesson 2.	Variety of activities in lessons 1-5. Story re-ordering exercises in lessons 1 & 2.	Activities in lessons 1-5. Written diary exercise of life as a Roman child in lesson 5.	"I am..." and negative "I am not..." exercises in lesson 5.
My Home (*)	Activities in lessons 1-5. Say where you live and name the rooms in your house that you have and do not have.	Activities in lessons 1-5. Challenging listening exercises in lessons 4 and 5.	Various activities in lessons 1-5. Differentiated worksheets in all lessons. Longer reading texts.	Activities in lessons 1-5. Longer written email task and authentic reading task week 5.	First person singular of the verb "to live" and "to have". Full use of the negative "I do not have".



Progressive Language Learning Units (suitable for years 5-6) - Language Learning Skill

UNIT	SPEAKING	LISTENING	READING	WRITING	GRAMMAR
Me in the World (*)	Activities in lessons 1-5. Activities encouraging the children to say what they are called, where they live, where they are from and what their favourite feast day is. Plus what they do to protect the environment.	Activities in lessons 1-5. Plenty of longer, more complex listening tasks.	Activities in lessons 1-5. Differentiated worksheets in all lessons. Plenty of extended reading tasks.	Activities in lessons 1-5. Differentiated worksheets in all lessons. Most lessons contain extended written task.	Recycling, revision and consolidation of first person singular of high frequency verbs "I have...", "I am...", "I live...", "I am called..." Introduction to near future in lesson 5.

Language Learning Skills Progression



Language Learning Skills Progression KS2

	Year 3	Year 4 (Assuming at least 1 year of previous foreign language learning)	Year 5 (Assuming at least 2 years of previous foreign language learning)	Year 6 (Assuming at least 3 years of previous foreign language learning)
Listening	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Reading	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writing	Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.
Grammar	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.

To ensure all of the above skills progression points are covered we recommend the following units are taught (as a minimum) in each year group and in this order. Units can be added in between.

Phonics & Pronunciation Lesson 1

I Am Learning...

Instruments / Animals

Fruits / Vegetables / Ice-Creams

I Am Able...(F) -

I Know How...(S & I)

Phonics & Pronunciation Lesson 2

Presenting Myself

My Family

My Home / In the classroom

At The Tea Room / Café / Restaurant

Phonics & Pronunciation Lesson 3

Do you have a pet?

The Date

Clothes

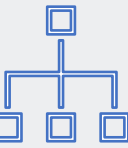
Phonics & Pronunciation Lesson 4

At School

The Weekend

Me in the World / Vikings

Curriculum Coverage



Grammar Grid

	Year 3 Grammar	Year 4 Grammar	Year 5 Grammar	Year 6 Grammar
REVISED GRAMMAR		<ul style="list-style-type: none"> • Understand better the concept of gender. • Have better knowledge and recall of 1st person singular of high frequency verbs. 	<ul style="list-style-type: none"> • Understand better the concept of gender. • Have better knowledge and recall of 1st person singular of high frequency verbs. • Understand better the use of the possessive. • Understand better the concept of adjectives. • Understand better the use of the negative form. 	<ul style="list-style-type: none"> • Understand better the concept of gender. • Have better knowledge and recall of 1st person singular of high frequency verbs. • Understand better the use of the possessive. • Understand better the concept of adjectives. • Understand better the use of the negative form. • Conjunctions / Connectives. • Introduce the concept of whole regular verb conjugation.
NEW GRAMMAR	<ul style="list-style-type: none"> • Understand better the concept of gender. • Have better knowledge and recall of 1st person singular of high frequency verbs. 	<ul style="list-style-type: none"> • Understand better the use of the possessive. • Understand better the concept of adjectives. • Understand better the use of the negative form. 	<ul style="list-style-type: none"> • Conjunctions / Connectives. • Introduce the concept of whole regular verb conjugation. 	<ul style="list-style-type: none"> • Opinions • Introduce the concept of whole irregular verb conjugation.

Assessment



Assessment of Pupil Learning & Progression

Two forms of assessment are available at the end of every Language Angels unit: Peer and self-assessment 'I can do...' grids. A quick and easy way for all pupils in the class to record which units they have completed and the progress they are making.

More detailed skills-based assessments using bespoke skills assessment worksheets. This form of assessment enables us to determine the learning and progression of all pupils in the key language learning skills as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2.

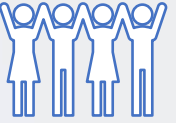
Monitoring and evaluation

The Subject Leader monitors the effectiveness of the language teaching provided throughout the school via regular termly observations with feedback given to teachers delivering foreign language lessons. The Subject Leader and class teacher will together monitor the learning and progression made by pupils across the key stage.

All data, ranging from evidence of classroom teaching to individual pupil skills reports, is securely stored on a password protected database. This can be accessed by class teachers, the Subject Leader and SLT so all key stakeholders can evaluate delivery, performance and progress.



Inclusion



1.Explicit instruction - step-by-step modelling of what we want children to do, chunking the content and introducing new material in small steps

2.Cognitive and metacognitive strategies – opportunity to recall information to transfer it to our long-term memory

3.Scaffolding – pre-teaching, visual, verbal, written

Visual scaffolds may support a pupil to know what equipment they need, the steps they need to take, what their work should look like, an aid to access teaching and learning

Verbal scaffolds may involve re-teaching a tricky concept to a group of pupils, or using questioning to identify and address any misconceptions

Written scaffolds will be provided for a pupil to support them with an independent written task. It could be notes made on a whiteboard during a discussion, a word bank, a sentence starter, a writing frame, it could even be the child's own previous work used to support their recall.

Scaffolds provide temporary assistance to pupils so they can successfully complete tasks that they cannot yet do independently. We use scaffolds flexibly, evaluate their effectiveness and gradually remove them once they are no longer needed.

4.Flexible grouping - peer tutoring, Kagan grouping, flexible grouping

5.Assistive technology – to support delivery and recording of work

Rosenshine's Principles of instruction:

- Begin a lesson with a short review of previous learning
- Present new material in small steps with pupil practice
- Ask questions and check responses
- Provide models
- Guide pupil practice, provide scaffolding and support
- Encourage independent practice and check pupil understanding

All children receive a high quality and ambitious education

All learners have access to the same academic opportunities by offering a stimulating and ambitious curriculum, adjusted to the needs of pupils with SEND, so that they are able to reach their full potential

It is vital that our children are equipped with the tools needed to become independent learners

Our curriculum will ensure that all pupils gain a greater understanding of how they learn and the skills of resilience, collaboration, participation, investigation, thinking, creativity, motivation and reflection

We provide an accessible learning environment which is tailored to the individual needs of all pupils

Pupils are supported by adults following a cycle of assess, plan, do, review, making necessary adjustments to the curriculum to meet the needs of all pupils

All learners are respected and acknowledged for their personal contribution

Lessons are suitable for pupils of all abilities and no pupil should be removed from the interactive teaching part of the lesson. There are also extra interactive games, karaoke videos and the free Language Angels app available to further consolidate learning. Repetition and practice is at the core of our program with a focus on the visualisation of the information presented along with rhythmic regulatory exercises used as much as possible.

Within each lesson there are a range of desk-based tasks that cover all 4 key language learning skills – speaking, listening, reading and writing. These differentiated desk-based activities are all carefully adjusted to 3 levels of attainment (Easy/Medium/Hard) and, where appropriate, Language Angels have developed a fourth SEND-friendly version with the support of SEND specialist teachers and consultants. This will help us ensure each individual child can achieve ambitious yet realistic outcomes. These are found in the SEND tab in the worksheets section of your resources page. We will continue to add SEND targeted materials as part of our continuous development plan.

Our activities are always supported by a range of flashcards, mini flashcards and picture vocabulary sheets to boost confidence and memory skills as tasks are completed. Dual coding snap cards are provided with images and English translations to ensure meaning is clear. Language is also 'chunked' when appropriate. Text is reduced if required and instructions are shorter and concise. Language is chosen carefully in both English and the foreign language and layout, colour, size and type of font used is considered carefully. Cutting and pasting options are provided for pupils that have barriers to completing written activities and extra lines, boxes and word banks are added where appropriate to support pupils in their reading and written tasks.