



**Intent:**

**Ayesome Primary School is a multi-cultural school where children contribute to a diverse, language rich environment.**

At Ayesome Primary School we believe that learning a foreign language enhances a wider curriculum in addition to offering a valuable educational, social and cultural experience for our pupils. Learning a foreign language helps our children to develop communication skills as well as extending their knowledge of how a language works. Learning a foreign language gives children a new perspective on the world and being a school where children of many backgrounds and cultures attend, encourages and supports them in understanding not only their own culture but that of others and their friends too.

**Implementation:**

Children at Ayesome are taught through a broad and balanced curriculum which takes into account their needs, regardless of ability. At Ayesome, we are striving to ensure that both language learning and culture is embedded into the broader curriculum for children to develop an international outlook. Through the Primary Languages Network VLE (Virtual Learning Environment), we are able to follow a structured program to ensure children will be successful and will progress in languages not just in terms of speaking and listening, but also reading and writing. The Primary Languages Network has been chosen for our school as it allows for lessons to be delivered by a native French speaker, ensuring accent and pronunciation are as accurate as can be. This scheme also encompasses the three pillars of progression: phonics, grammar and vocabulary which are built into each lesson and not delivered as 'stand-alone' sessions.

**Impact:**

Our French curriculum will ensure that pupils develop key language skills set out in the national curriculum. In addition to this, they will develop a love of learning languages, an interest in other cultures and confidence in speaking another language: for many children, French is their third language.

The key skills are to:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Speak with increasing confidence and fluency, finding ways of communicating what they want to say, including through discussion and asking questions, while continually improving the accuracy of their intonation and pronunciation.
- Can write at carrying length, for different purposes and audiences, using the variety of grammatical structures they have learnt.
- Discover and develop an appreciation of a range of writing in the language studied.

## LANGUAGES PROGRESSION DOCUMENT

### **Cultural capital in Languages at Ayresome Primary School:**

At Ayresome, we want our children to have the best possible learning experiences. The Primary Languages Network has linked activities for the children to do at home, based on each unit of work. These are sent home in the form of QR codes for the children to scan on their phones/devices.

Opportunities are continually being built into the curriculum. The Primary Languages Network has a comprehensive series of activities and lessons to link the wider curriculum for each year-group, celebrating both French and English events – for example Bastille Day and Bonfire Night. Subject co-ordinators are developing plans to make links to MFL within their subjects. For example, Suerat in Art – pointillism.

A small traditional tales library is available in French for teachers to borrow and use with their class. Traditional tales were chosen as the children will be familiar with the story already and this will support being able to focus on language acquisition and identifying familiar vocabulary and cognates.



## LANGUAGES JOURNEY POST PRIMARY

Key stage 3:

Modern foreign language teaching may be of any modern foreign language and should build on the foundations of language learning laid at key stage 2, whether pupils continue with the same language or take up a new one. Teaching should focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It should enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It should provide suitable preparation for further study.

Pupils should be taught to:

### **Grammar and vocabulary**

- ♣ identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied
- ♣ use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate
- ♣ develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
- ♣ use accurate grammar, spelling and punctuation. Linguistic competence
- ♣ listen to a variety of forms of spoken language to obtain information and respond appropriately
- ♣ transcribe words and short sentences that they hear with increasing accuracy



## LANGUAGES PROGRESSION DOCUMENT

- ♣ initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address
  - ♣ express and develop ideas clearly and with increasing accuracy, both orally and in writing
  - ♣ speak coherently and confidently, with increasingly accurate pronunciation and intonation
  - ♣ read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material
  - ♣ read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture Languages – key stage 3
- 3 ♣ write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language

GCSE specifications in languages must encourage students to:

### **Speaking:**

- Understand and responding to different types of spoken language.
- Communicate and interact effectively in speech for a variety of purposes.

### **Reading:**

Understand and responding to different types of written language.

### **Writing:**

- Communicate effectively in writing for a variety of purposes.

## **CAREERS IN LANGUAGES:**

Translator

Communications

Secondary school teacher



## Progress over 4 stages in the core skills

(listening, speaking, reading and writing in a primary foreign language)

Core skills of learning				
	Listening	Speaking	Reading	Writing
Stage 1	Can understand <b>a few familiar</b> spoken words and phrases.	Can <b>say/repeat a few words and short simple phrases</b> and would be understood by a sympathetic native speaker. <a href="#">CLICK FOR EXAMPLE STUDENT</a>	Can recognise and <b>read out a few familiar words</b> and phrases.	<b>Can write or copy a few simple words</b> or symbols as an emergent writer of the target language.
Stage 2	Can understand <b>a range of familiar spoken phrases</b> and is able to listen for specific words and phrases.	<b>Can ask and answer simple questions and give basic information.</b> Can pronounce familiar words and some new words accurately. <a href="#">CLICK FOR EXAMPLE STUDENT</a>	Can <b>understand simple written phrases.</b> Can match sounds to familiar written words.	Can <b>spell some familiar written words and phrases accurately</b> and write simple sentences with limited mistakes so that the message is understood.
Stage 3	Can understand <b>the main points from a series of spoken sentences</b> (including questions.) May require some repetition.	Can <b>ask and answer simple questions on several topics and can express opinions.</b> Can take part in brief pre-prepared tasks such as short presentations and role plays. <a href="#">CLICK FOR EXAMPLE STUDENT</a>	Can <b>understand the main point(s) from a short, written passage in clear printed script.</b> Can use bilingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words.	Can <b>write two or three short sentences as a personal response,</b> using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.
Stage 4	Can understand <b>the main points and some detail from a short, spoken passage</b> with comprising of familiar language.	Can <b>take part in a simple conversation and can express simple opinions.</b> Generally accurate pronunciation (to a sympathetic native speaker). <a href="#">CLICK FOR EXAMPLE STUDENT</a>	Can <b>understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account).</b> Can use a bilingual dictionary to access unfamiliar language.	Can <b>write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs</b> in the present tense on a familiar topic using reference materials, support if necessary.

