



## Hockliffe Lower School Curriculum Statement for Modern Foreign Languages

### **Intent**

At Hockliffe Lower School we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others.

The school provides age-appropriate Primary Languages learning opportunities for all children. In EYFS children are given experience of hearing and speaking different languages e.g. in answering the register in a different language. In Key Stage 1 the children focus on communicating and developing vocabulary in German. In Key Stage 2 the focus language taught as part of the curriculum is French.

### **Implementation**

#### **Speaking and listening**

The children will learn to

- Listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English;
- Understand and respond with increasing competence, accuracy and confidence in a range of situations;
- Join in songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable way;
- Take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings;
- Memorise and recite short texts, and prepare and give a talk on a familiar subject confidently and with regard for the audience.

#### **Reading and writing**

The children will learn to

- Remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;
- Read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;
- Read, copy and write independently familiar words and simple phrases in context e.g. classroom items, display labels, weather chart, date;
- Write sentences and short texts independently and from memory.

#### **Intercultural understanding**

The children will learn to

- Describe the life of children in the countries where the language is spoken;
- Identify similarities and differences in everyday life, social conventions, traditional stories and celebrations;
- Recognise how symbols, products and objects can represent the culture of a country and how aspects of the culture of different countries become incorporated in the daily life of others;
- Recognise stereotypes, and understand and respect cultural diversity.

#### **Teaching and Learning Primary Languages at Hockliffe Lower School**

At Hockliffe Lower School language learning is integrated into everyday school life, with teachers, teaching assistants and children using and experimenting with their knowledge of different languages whenever the opportunity arises in real-life contexts. ICT is used where appropriate to enhance teaching and learning.

There are three main contexts in which language teaching and learning take place:

## **1 Languages lessons**

Children are taught specific skills, concepts and vocabulary in a weekly dedicated lesson with the class teacher. The content of these sessions is reinforced by the class teacher during the week.

## **2 Languages embedded into other lessons**

Where appropriate, teachers give children opportunities to practise their foreign language in the context of lessons in other subject areas e.g. children may count in another language while carrying out a numeracy activity.

## **3 Incidental language**

Languages are part of the day to day life of the school. For example, teachers use the foreign language to give simple classroom instructions, to ask questions and to take the register. Children are encouraged to respond using the language they have learned.

## **Intercultural understanding**

Primary Languages provides a basis for teaching and learning about other cultures, and this is incorporated into many areas of the curriculum including geography, religious education, design and technology, music, art and dance. Efforts are made to ensure that teaching material across the curriculum includes a 'flavour' of the countries where the focus language is spoken.

## **Inclusion.**

Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. Pairs and groups for collaborative work may be made up in different ways, depending on the task.

## **Planning and resources**

Primary Languages is planned following the broad guidelines set out in the Key Stage 2 Framework for Languages National Curriculum 2014. Various resources are used to support planning and teaching including Wakefield Scheme of Work for French published by La Jolie Ronde, fiction and non-fiction texts, posters, CDs, DVDs and computer software. The school's language Learning ladders and medium-term planning ensures that there is continuity and progression in both skills and content.

## **Staff development**

Teachers and other staff are given regular opportunities and encouragement to develop their own language and language teaching skills, through supported individual study and local authority training if required.

## **International Links**

Primary Languages teaching is an integral part of the international work at Hockliffe Lower School. We encourage children to share their experiences of visiting or living in other countries, we welcome visiting speakers from other countries and aim to develop partnerships with schools in other countries.

## **Impact**

### **Children should:**

- be introduced to another language in a way that is enjoyable and makes it accessible to them all;
- develop the skills of oracy, communicating with others in different languages using the correct rules of dialogue;
- develop the skills of literacy, recognising and understanding words and phrases written in other languages;
- begin to develop an interest in the similarities and differences between languages;
- experiment with different strategies to find easy ways to learn languages;
- develop an awareness of cultural similarities and differences.

## **Monitoring progress and assessing attainment**

Children's progress in Primary Languages is monitored using formative assessment based on observation of children working on different oral activities and (where appropriate) written work. This is used to support teaching and learning and inform future planning. A Language learning ladder is available for learning in French and German that demonstrates the sequence of learning in each language and demonstrates how skills are built upon.