



The Intent, Implementation and Impact of Tickhill Estfeld Primary School's Modern Foreign Languages Curriculum

Intent

Tickhill Estfeld Primary School is committed to a high quality and sustainable programme of modern foreign language learning, using French as our language of choice. The learning of a foreign language provides a valuable educational, cultural and social experience for children. It is our intention that through a stimulating and engaging curriculum, children will develop a love of languages, as well as the communication and literacy skills needed for future language learning. Learning another language raises awareness of the multi-cultural world and introduces an international dimension to children's learning, offering them an insight into their own and others' cultures. It is intended that when children leave Tickhill Estfeld, they will have a natural curiosity and confidence to explore other countries, cultures and languages, accepting that, in a multi-lingual society it is a valuable skill to be able to communicate effectively with others in another language.

Implementation

All classes will have access to a very 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 weekly lessons in Key Stage 2 which will be 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 - building blocks of language into more complex, fluent and authentic language. 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 recycle, revise and consolidate previously learnt language whilst building on all four language skills: listening, speaking, reading and writing. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge. Teachers are provided with a Progression Map and Grammar Grid to ensure all children are progressing their foreign language learning skills and are taught the appropriate grammar at the right time in their foreign language learning journey. Grammar rules and patterns will be taught by level of challenge:

- We start with **nouns** and **articles** and **1st person singular of high frequency verbs** in **Early Learning** units.
- We move on to the use of the **possessive**, the **concept of adjectives**, use of the **negative form**, **conjunctions/connectives** and introduce the **concept of whole regular verb conjugation** in **Intermediate** units.
- We end with **opinions** and introduce the **concept of whole high frequency irregular verb conjugation** in **Progressive** units.

Grammar is integrated and taught discreetly throughout all appropriate units. Teachers can also use the specific Grammar Explained units to ensure pupils are exposed to all of the appropriate grammar so they are able to create their own accurate and personalised responses to complex authentic foreign language questions by the end of the primary phase.

The school has a unit planner in place which will serve as an overall 'teaching map' outlining for all teachers within the school what each class in each year group will be taught and when it will be taught. Each class in each year group will have an overview of units to be taught during the academic year to

ensure substantial progress and learning is achieved. Each teaching unit is divided into 6 fully planned lessons.

- Each unit and lesson will have clearly defined objectives and aims.
- Each lesson will incorporate interactive whiteboard materials to include ample speaking and listening tasks within a lesson.
- Lessons will incorporate challenge sections and desk-based activities that will be offered will three levels of stretch and differentiation.
- Reading and writing activities will be offered in all units. Some extended reading and writing activities are provided so that native speakers can also be catered for.
- Every unit will include a grammar concept which will increase in complexity as pupils move from Early Language units, through Intermediate units and into Progressive units.
- Extending writing activities are provided to ensure that pupils are recalling previously learnt language and, by reusing it, will be able to recall it and use it with greater ease and accuracy. These tasks will help to link units together and show that pupils are retaining and recalling the language taught with increased fluency and ease.

Impact

The impact and measure of this is to ensure that children not only acquire the appropriate age-related knowledge linked to the MfL curriculum, but an enthusiasm for language learning and an appreciation of other cultures. As well as each subsequent lesson within a unit being progressive, the teaching type organisation of Language Angels units also directs, drives and guarantees progressive learning and challenge. Units increase in level of challenge, stretch and linguistic and grammatical complexity as pupils move from Early Learning units through Intermediate units and into the most challenging Progressive units. Units in each subsequent level of the teaching type categories require more knowledge and application of skills than the previous teaching type. Activities contain progressively more text (both in English and the foreign language being studied) and lessons will have more content as the children become more confident and ambitious with the foreign language they are learning. Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate.

All children will have:

- A wider variety of skills in reading, writing and speaking French
- Increased confidence and a positive attitude towards trying new things
- High aspirations, which will see them through to further study, work and success in adulthood

