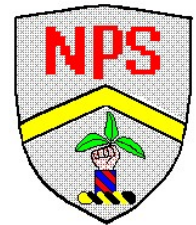
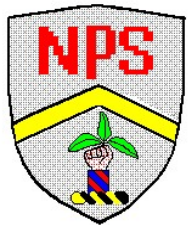
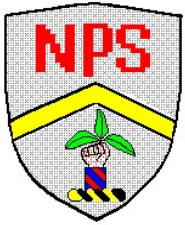




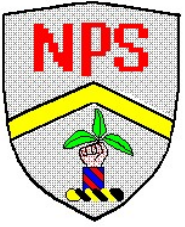
Establishing Curriculum Intent: Implementing a
Languages Curriculum to Support Learner Success
Donna Lee-Head Teacher





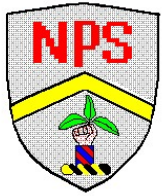
Agenda

- **The Importance of Developing Modern Foreign Languages in the Curriculum**
- **The Learning of Speaking, Reading and Writing a New Language**
- **Creating a Whole School Language Policy in School**
- **Languages Curriculum Intent**

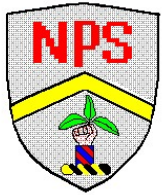


The Importance of Developing Modern Foreign Languages in the Curriculum

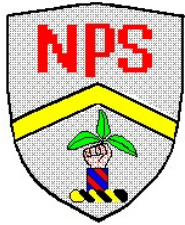
- Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in English especially in the development of speaking and listening skills, the skills required to elicit meaning from text and the knowledge and understanding of grammar and sentence construction.
- develops phonological skills, particularly phonemic awareness in learning familiar and unfamiliar sounds;
- links sound with mime, gesture and facial expression, which consolidates meaning and brings language to life;



- extends children's understanding of how speakers of different languages use gesture, volume and intonation;
- provides opportunities to develop learners' listening skills for both gist and detail;
- allows children to revise and consolidate basic discrete listening skills, for example, to look at the person speaking, ignore distractions, predict what they may hear, use the context to increase understanding;

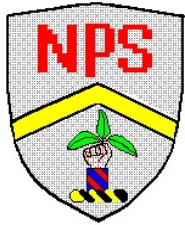


- exposes children to a wide range of genre of listening texts – both interpersonal and information based and allows for discussion on strategies to cope with these;
- stresses the importance and value of listening to texts more than once in order to build up a clear picture of content.
- is particularly useful and appropriate for pupils with EAL and special educational needs (SEN), who benefit from the targeted scaffolding and support provided for helping pupils understand listening texts in the foreign language;
- helps learners to cope with the unknown and provides them with skills to cope with unfamiliar language and content. They learn the key reading comprehension skill of looking for known language embedded in unknown material and work from that to deduce the unknown and unfamiliar.

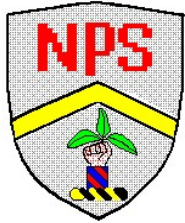


The Learning of Speaking a New Language

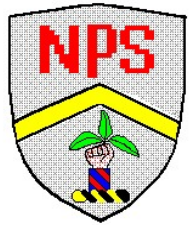
- Talk is the underlying key factor in the development of MFL. In learning a new language pupils reproduce sounds, create phrases and sentences, and engage in simple conversations.
- makes pupils aware that different languages have different sounds.
- makes pupils learn about the importance of pronunciation and intonation, and formal and informal use of language;
- develops pupils' awareness of the need for clear and specific pronunciation to achieve successful communication;



- develops key presentation skills, allowing for discussion on the use of voice, register and eye contact;
- allows children to practice and discuss the non-verbal communication which takes place in oral interactions;
- enables learners to develop their speaking skills – from single word responses and phrases to full sentences, with subordinate clauses, and finally to short paragraphs of text using connectives;
- provides opportunities for children to create and sustain roles, script and perform plays and stories;
- helps learners to use language, firstly in very specific contexts and then enables them to personalize the language and use it more freely in a creative way;



- requires pupils to learn material off by heart as a natural part of the learning process-this ranges from single words to songs, chants and short dialogues and presentations;
- enables pupils to appreciate the ‘power of language’.
- They can experience communication with native speakers and realize that their utterances are not only understood but that they have impact and effect change;
- encourages children to experiment orally without the pressures of aiming for grammatical accuracy in the first instance.

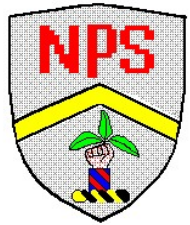


The Learning of Reading and Writing a New Language

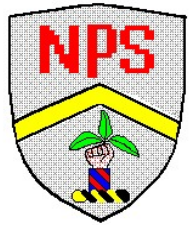
- Reading and writing skills are supported by, and reinforce, the development of oracy. Children become familiar with the relationship between phonemes and graphemes and they apply this knowledge in their reading and spelling.

Reading:

- Children understand, read and enjoy different forms of paper and electronic texts, such as stories, poems and messages and can make comparisons with text types and styles from different countries and cultures. The learning of a new language:
- develops phonic knowledge and understanding of the relationship between sounds and symbols

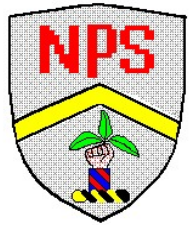


- encourages learners to recognize familiar parts of words and using these to deduce the meaning of unfamiliar language
- allows learners to develop their skills in reading for meaning, for example looking for familiar words and phrases, making predictions and looking for semantic and grammatical clues
- develops skill and confidence when reading aloud
- exposes children to a range of text genres with which they are familiar from their experiences in literacy and encourages discussion of the features of each genre
- offers learners the challenge of ‘cracking the puzzle’ – decoding and understanding a range of texts using a wide variety of reading strategies.

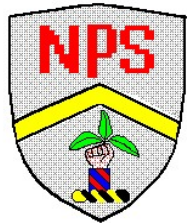


Writing:

- Writing in a new language is used to support and consolidate speaking, listening and reading as children develop a basic knowledge of the writing system, spelling and structure of the new language. In the early stages of learning a new language writing may involve copying accurately or writing words or short phrases from memory, especially those with accented characters as well as labelling items. Other templates and strategies familiar to primary teachers from early writing in the Foundation Stage and Key Stage 1 are used to scaffold learning and ensure accuracy. Learners write simple sentences and short texts, often using a frame or model and from memory.

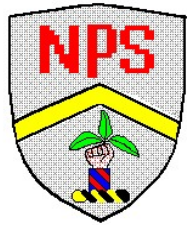


- consolidates learners' knowledge of the differences between spoken and written text
- consolidates the importance of attention to detail when composing a written text
- revises and allows comparison of features of punctuation in English and the new language
- enables learners to communicate through letters and email with children in other countries
- extends learners' presentation skills by finding out about cursive writing styles from other cultures and the teaching and learning of these
- promotes close attention to accuracy in spelling, in particular, the use of accented characters

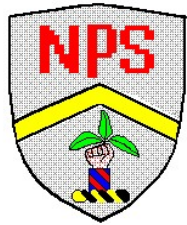


Creating a Whole School Language Policy

- Language learning should be planned as an integral part of the whole curriculum, adding a new dimension, rather than as a 'bolt-on' extra. Planning for language learning should also fit in with schools' aims for the whole curriculum, building on the principles described in excellence and enjoyment.
- Language plays a fundamental role not only in a child's linguistic education, but also in the areas of social enrichment and cognitive development. A whole-school language policy enables a school to have a shared philosophy on all aspects of language education. It is a dynamic action statement consisting of principles, aims and strategies. It is a shared document for all stakeholders and expresses a common vision of the role and status of all languages relevant to life within a school. It is ideally developed following organized discussions, a school language audit and a profiling exercise. A healthy policy would be authored and owned by all stakeholders. It should include a rationale for its aims, as well as a declaration about who is responsible to carry out which tasks by when.



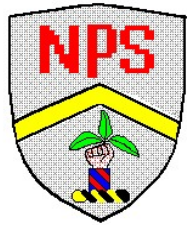
- The aims should be related to:
- raising all participants' awareness about, and the significance of, language and the lifelong nature of language learning;
- the identification of needs of learners and of staff, and the suggestion of how to meet those needs;
- the creation of a climate of working together, building on existing linguistic resources for the benefit of everyone involved



The MFL policy at Nettlesworth Primary School is designed to reflect the primary MFL entitlement as defined in the Primary Languages Framework.

The key elements of primary languages learning at Nettlesworth are:

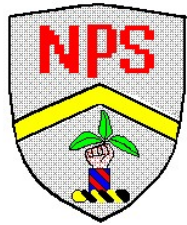
- EYFS-Y2 are taught early French phrases, culture and customs through their host country work on France.
- it is inclusive;
- it is taught as a coherent program from Year 3 to Year 6;
- it is part of a broader curriculum involving language and culture;
- it is expected that pupils reach recognized levels of achievement.



Aims and objectives:

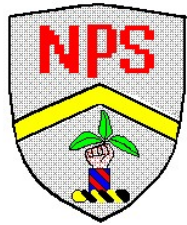
Language teaching at Nettleworth Primary School aims to provide opportunities for the children to:

- express themselves creatively and imaginatively in another language;
- apply and develop their knowledge of languages and language learning; -
explore and apply strategies to improve their learning;
- explore their own cultural identities and those of others;
- gain enjoyment, pride and a sense of achievement.



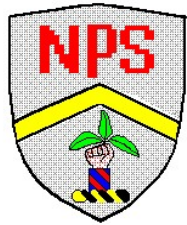
Current Provision and Staffing:

- We teach a foreign language to children in Years 3 – 6 in a timetabled weekly session. EYFS-Y2 are taught early French/Spanish phrases, culture and customs through their host country work on France and Spain. The class teacher will deliver these sessions. The curriculum will be delivered using the Le Jolie Ronde scheme supplemented by resources from Espresso. Years 3, 4 and 5 will begin at the same point, during early adaption, and progress through the scheme according to the needs/age of the pupils. Year 6 pupils will continue to build on their prior learning from Year 5.



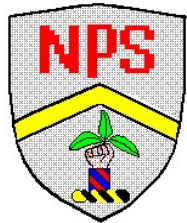
Cross Curricular Links:

- Opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas can be exploited through:
- aspects of literacy such as speaking and listening skills, knowledge and understanding of grammatical structures and sentence construction;
- aspects of numeracy such as counting, calculations, money, the time and the date
- aspects of music such as learning traditional and modern European songs; -aspects of PSHE such as international or multi-cultural work, for example celebration of festivals and storytelling;
- aspects of the geography and history of the world;
- and aspects of art and science, by studying the work of famous painters, architects and scientists.
- The school will undertake whole-school language awareness days focusing on a particular European language and culture.

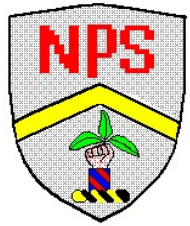


Inclusion:

- At our school we teach a modern foreign language to all children, whatever their ability. A modern foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our modern foreign language teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. We value the individuality of all children. We are committed to giving all of our children every opportunity to achieve the highest of standards. The achievements, attitudes and well-being of all our children matter. We aim to ensure that the school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.
- Children with SEN and/or learning difficulties or disabilities Once identified, children with SEN will have their needs assessed and appropriate action taken in line with the Code of Practice. Where possible, through the use of appropriate access strategies and support, children with SEN will be working towards the same learning objectives as their peers. From time to time, those working well below the level of the whole class may be working towards related objectives chosen from the relevant progression strand from an earlier year.



- Children who are gifted and talented Children who are working well above the overall level of their class or group will be engaging with a range of experiences designed to broaden or deepen their learning while working on the same learning objectives as their peers. From time to time they may also be accelerating the pace of their learning by working towards objectives chosen from the relevant progression strand from a later year.
- Children learning EAL Children learning EAL will be accessing curriculum content while also developing cognitive and academic language within whole-class, group and independent contexts. Through the use of appropriate access strategies and support, they will be experiencing a level of cognitive challenge consistent with that provided for their peers. Those children who have become conversationally fluent will continue to receive support to develop the academic language and vocabulary and the language and grammar used to express ideas and thinking

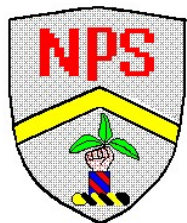


Schemes of work:

Language learning at Nettleworth Primary School is based upon the five mutually supportive and dependent strands outlined in the Primary Languages Framework.

These are:

- oracy;
- literacy;
- intercultural understanding;
- knowledge about language (KAL);
- language learning strategies (LLS).
- All of these strands are woven into the planned units of work using La Jolie Ronde French Scheme.

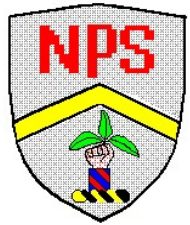


Assessment for learning:

- We assess the children in order to ensure that they make good progress in this subject. We do this informally during the lessons to evaluate what the children have learned.
- Progress and attainment is recorded against targets.

Monitoring:

- We monitor teaching and learning in Modern Foreign Languages in the same way as we do all the other subjects that we teach in school. The Head Teacher also reports to the governing body on the progress of children in MFL in the same way as for progress in any other subject. The governors' curriculum committee has the responsibility of monitoring the success of our teaching of MFL. This policy will be reviewed at least every two years

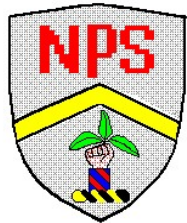


Languages Curriculum Intent

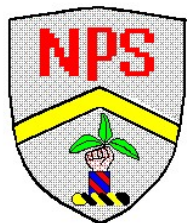
Here at Nettleworth Primary School, we believe that learning a foreign language provides a valuable educational, social and cultural experience in preparation for future life. We teach French from EYFS to Year 6 in a fun and enjoyable way through choosing interesting and relevant topics that will engage and stimulate learning and develop children's curiosity of language

Intent

All pupils at Nettleworth Primary School have the right to a rich and deep learning experience that includes the learning of the basics of an additional language. The study of Languages prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly carried out in languages other than English. Language learning provides liberation from insularity and provides an opening to other cultures.

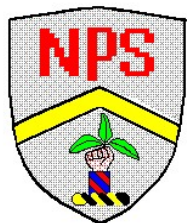


Pupils use language to communicate information responsibly and creatively; learning how to use languages to enable access to ideas and experiences from a wide range of people, communities and cultures across our school and wider demographic. In addition, understanding a modern foreign language increases a child's understanding of their own language, and the building blocks which form this. The process of learning a foreign language reinforces fluency and understanding of grammar, syntax, sentence structure and verbal precision. Increased capability in the use of languages can also promote initiative and independent learning and encourages diversity within society. We teach a curriculum that enables our pupils to become effective users of language, and show an understanding and respect of different cultures in our local, national and global communities.



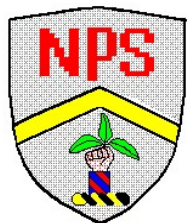
Through the teaching of French at Nettleworth Primary School, we aim to:

- Ensure every child has the opportunity, throughout Key Stage 1 and 2, to study French as a foreign language; developing their interest in the culture of other nations, communities and beliefs.
- Ensure pupils have access to high-quality teaching and learning opportunities.
- Ensure pupils have exposure to simple commands including day-to-day French language, including days, months, numbers and classroom instructions.
- Ensure pupils develop an increased wider cultural understanding through our enriched and varied curriculum to which languages contribute.
- Provide language informed by the National Curriculum and the skills expressed in this: Listening, Speaking, Reading, Writing and Cultural Understanding.



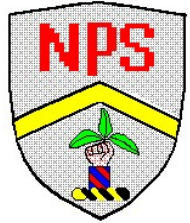
Implementation

Teachers are provided with an additional three planning days throughout the year to supplement their planning, preparation and assessment time to plan their curriculum. Within their planning time, teachers have access to a comprehensive scheme of work - La Jolie Ronde – which covers all aspects of the MFL curriculum: speaking, listening, reading, writing and cultural understanding, and progresses these skills and knowledge throughout Key Stage 1 and 2. Activities can consist of actions, rhymes, stories, song, drama, grammar focus, video clips, air writing, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills. Teachers and pupils use French in daily routines, for example, through answering the register and displaying the French date within the classroom. Alongside this, children have access to curriculum experiences that utilizes a native French speaker to develop language skills further.



Impact

- Our MFL curriculum is fun and enjoyed by learners, well-resourced and planned to demonstrate progression through Key Stage 1 and 2.
- Working with our local university- project leader of the Durham University MFL Languages Club for 2021/22 - volunteers were able to work with your pupils via online sessions in the previous academic year, and we would love to continue to provide language support this year-a volunteer led project and can offer a range of support: in lessons, 1-2-1 or small group sessions both after school or at lunch time, whatever you feel your pupils can benefit from. Volunteers are often either a language student studying at degree level, students with at least an A-Level in the language or international students who speak the foreign language natively.
- In addition, we measure the impact of our curriculum through:
 - Pupil discussions about their learning;
 - Monitoring and reflection against subject-specific skills defined in each year of study; -Moderation, network meetings, transition
 - Children applying their knowledge of language to other areas of the curriculum;
 - Children applying their cultural understanding and tolerance across society and cultures- Enrichment Activities, Rights Respecting Ethos.



Thankyou

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