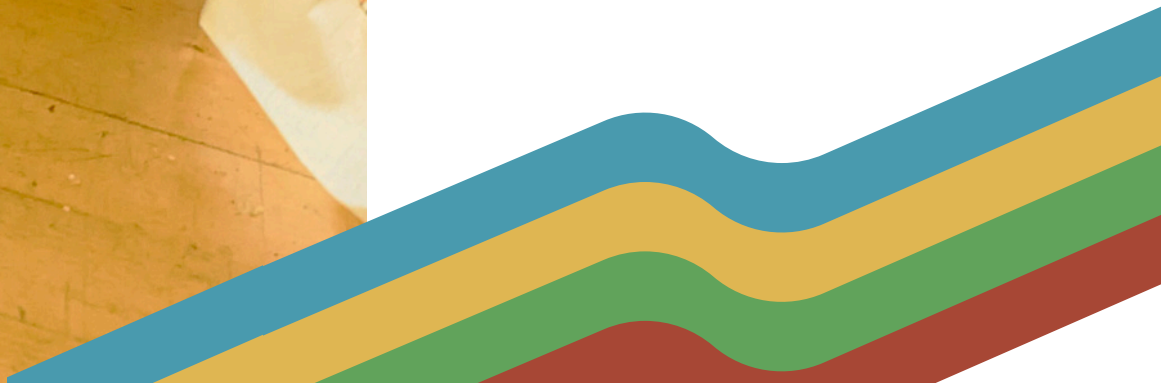




Walton Primary Academy

**Modern Foreign
Languages
Curriculum Overview**





MODERN FOREIGN LANGUAGES

Intent

Children follow a relevant, broad, vibrant and ambitious foreign languages curriculum that covers a wide variety of topics and themes. The ultimate aim being that pupils will foster 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 explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences.

Implementation

Children will progressively learn, use and apply a range of vocabulary, language skills and grammatical knowledge. These are organised around a variety of topics and themes which are fundamental in the formation of fluent and authentic language.

Children will begin learning a language from entry level units and then progress to intermediate units which increase in the amount and the complexity of the foreign language presented to pupils. Progressive and Creative Curriculum units are the most advanced and build on a secure understanding of the basics of the language.

Grouping units into these Teaching Type categories ensures that the language taught is appropriate to the level of the class and introduced when the children are ready. Children will be taught how to listen and read longer pieces of text gradually in the foreign language and they will have ample opportunities to speak, listen to, read and write the language being taught with and without scaffolds, frames and varying levels of support.

Children will build on previous knowledge gradually as their foreign language lessons continue to 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.

Impact

Early Learning units will start at basic noun and article level and will teach pupils how to formulate short phrases. By the time pupils reach Progressive units they will be exposed to much longer text and will be encouraged to formulate their own, more personalised responses based on a much wider bank of vocabulary, linguistic structures and grammatical knowledge. They will be able to create longer pieces of spoken and written language and are encouraged to use a variety of conjunctions, adverbs, adjectives, opinions and justifications.



Progression of Knowledge

Listening

EYFS/ Key Stage 1	<ul style="list-style-type: none">• Appreciate and actively participate in traditional short stories and fairy tales• Appreciate short stories and fairy tales and start to understand some of the familiar words in what we hear
Lower Key Stage 2	<ul style="list-style-type: none">• 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
Upper Key Stage 2	<ul style="list-style-type: none">• 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

Progression of Knowledge

Speaking

EYFS/ Key Stage 1	<ul style="list-style-type: none">• Learn to repeat and reproduce the language I hear with accurate pronunciation• Learn to articulate key words introduced in the lesson and understand their meaning
Lower Key Stage 2	<ul style="list-style-type: none">• 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
Upper Key Stage 2	<ul style="list-style-type: none">• 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

Progression of Knowledge

Reading

Progression of Knowledge	
Reading	
EYFS/ Key Stage 1	<ul style="list-style-type: none">• Be able to identify written versions of the words I hear• Being able to identify the written version of a wider range of the words I hear
Lower Key Stage 2	<ul style="list-style-type: none">• 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 Lessons 1 & 2'• Understand most of what we read in the foreign language when it is based on familiar language
Upper Key Stage 2	<ul style="list-style-type: none">• 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

Progression of Knowledge

Writing

EYFS/ Key Stage 1	<ul style="list-style-type: none">• Consolidate letter formation skills by copying words in the foreign language from a model• Start to reproduce nouns and determiners/articles from a model
Lower Key Stage 2	<ul style="list-style-type: none">• 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
Upper Key Stage 2	<ul style="list-style-type: none">• 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• 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

Progression of Knowledge

Grammar

EYFS/ Key Stage 1	<ul style="list-style-type: none">• Start to understand that foreign languages can have different structures to English• Start to understand that foreign languages can have different structures to English EG: Many nouns have a determiner/article in foreign languages which we don't have in English
Lower Key Stage 2	<ul style="list-style-type: none">• 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...'
Upper Key Stage 2	<ul style="list-style-type: none">• 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'