



St. John's CE Primary School
Wetley Rocks

Modern Foreign Languages
Intent, Implementation, Impact.

“Shine like the star you are.”

“You are the light of the world. A town built on a hill cannot be hidden.

¹⁵ *Neither do people light a lamp and put it under a bowl, instead they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.”*

Matthew 5:14-16

Our Values

Strength: have the strength to stand up for what is right. Be a courageous advocate.

Hope: to be people of hope. Have hope when times are dark and difficult. Keep positive and be resilient – there is light at the end of the tunnel.

Individuality: embrace and celebrate our differences. God made us all unique and this is a very special thing.

Nuture: cherish, care for, encourage and protect everything in God’s world - including yourself.

Excel: fulfil your God given potential; be the best you can be. Shine like the star you are.

MFL Intent

St. John's CE Primary School intends to use the **Language Angels** scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils, using a wide variety of topics and themes. Our high expectations will encourage all pupils to achieve their full potential and achieve excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond Key Stage 2.

The MFL Curriculum and St John's Values:

Strength: At St. John's we want to create language learners who strive to take action, challenge injustice and become the agents of change in the transformation of themselves, their relationships and in both local and global communities. Learning languages will give pupils the strength to communicate positively with others in our multicultural world, and the courage to embark upon a shared learning journey with their peers.

Hope: Learning a new language is a challenge that pupils at St. John's can rise to! Pupils will be encouraged to try their best and persevere in order to practice and refine new skills. We hope that this will increase confidence and self-awareness, and build the resilience required to speak in the foreign language with their peers. We want pupils to be hopeful and positive that learning a language will enhance their lives, and ignite their passion for self-development and future global communications.

Individuality: Learning a foreign language will 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. Learning a new language is an inspiring process and can help pupils discover new interests and experiences. The intention is that pupils will be inspired to work towards becoming life-long language learners.

Nurture: At St. John's we want to create learners who show kindness, compassion and respect for others. Learning languages can inspire solidarity, tolerance and a deeper understanding of other cultures. Language learners will celebrate the achievements of others, no matter how small, which will boost self-esteem and create positive, nurturing learning environments during lessons.

Excel: At St John's CE Primary School, our foreign languages curriculum is enjoyable and stimulating. The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, through experiences that provide the opportunity for all children to acquire the knowledge and skills to learn a language. To ensure all pupils excel, teaching and learning will facilitate progression across all key stages within the key skills of language learning.

The content of the Language Angels programme will be continuously updated and reviewed annually, creating a dynamic programme of study that will be clearly outlined in both long-term and short-term planning. This will ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase and, in so doing, will always be relevant and in line with meeting or exceeding national DfE requirements.

At St. John's, we intend to teach the four key language learning skills; **listening, speaking, reading** and **writing** and all necessary **grammar** will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas. In addition, the children will be taught how to look up and research language they are unsure of and they will have a bank of reference materials to help them with their spoken and written tasks going forward. This

bank of reference materials will develop into a reference library to help pupils recall and build on previous knowledge throughout their primary school language learning journey.

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 KS2.

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.

All staff will know where every child is at any point in their foreign language learning journey.

The planning of different levels of challenge (as demonstrated in the various Language Angels Teaching Type categories) and which units to teach at each stage of the academic year will be addressed dynamically and will be reviewed in detail annually as units are updated and added to the scheme. Lessons offering appropriate levels of challenge and stretch will be taught at all times to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for the language they are learning.

Language Angels units are categorised by '**Teaching Type**' to make it easier for the MFL lead (in conjunction with teachers) to choose units that will offer the appropriate level of challenge and stretch for the classes they are teaching.

Early Language units are entry level units and are most appropriate for KS1 and Year 3 pupils or pupils with little or no previous foreign language learning. **Intermediate** units increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to pupils. Intermediate units are suitable for Year 4-5 pupils or pupils with embedded basic knowledge of the foreign language. **Progressive** and **Creative Curriculum** units are the most challenging units and are suitable for Year 6 pupils or pupils with a good understanding of the basics of the language they are learning. 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.

Early Language Units (entry level) and Core Vocabulary lessons are designed to run for approximately 30 minutes.

Intermediate, Progressive and Creative Curriculum units are designed to run for approximately 45 minutes.

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 (downloadable from the “Curriculum Guidance” area of the Language Angels website) 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 **Progression Map** shows precisely how pupil foreign language learning across the key skills of **speaking, listening, reading, writing** and **grammar** progresses within each Language Angels ‘Teaching Type’ and also how the level of learning and progression of each pupil is increased as pupils move across each subsequently more challenging Language Angels ‘Teaching Type’. It is a visual demonstration of the progression that takes place WITHIN a ‘Teaching Type’ and also ACROSS each ‘Teaching Type’.

As St. John’s have implemented Language Angels for the first time this year and all year groups started at the same point, we will see a 4-year rollout of progression points. The current Year 3 cohort (2021-22) will be the first cohort to follow all the progression points throughout KS2, at the corresponding year group level. (See below.)

Academic Year	Year 3	Year 4	Year 5	Year 6
2021-22	First Year	First Year	First Year	First Year
2022-23	First Year	Second Year	Second Year	Second Year
2023-24	First Year	Second Year	Third Year	Third Year
2024-25	First Year	Second Year	Third Year	Fourth Year

The school has a **unit planner** in place which will serve as an overall ‘teaching map’ or Long Term Plan, 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 with three levels of stretch and differentiation. These may be sent home as homework if not completed in class.
- **Reading** and **writing** activities will be offered in all units. Some extended reading and writing activities are provided so that native speakers / higher abilities 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.

Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit they will build their knowledge and develop the complexity of the language they use. We think of the progression within the 6 lessons in a unit as '**Language Lego**'. We provide blocks of language knowledge and, over the course of a 6-week unit, encourage pupils to build more complex and sophisticated language structures with their blocks of language knowledge.

Pupil learning and progression will be assessed at regular intervals in line with school policy. Teachers will aim to assess each language skill (**speaking, listening, reading and writing**) two or three times throughout each scholastic year, to be able to provide reference points against which learning and progression in each skill can be demonstrated.

In addition to following the lessons provided in the Language Angels scheme of work and resources, teachers are encouraged to also do some of the following:

- Foreign language celebration assemblies.
- Cookery sessions of traditional foods from the country of the language being studied.
- Fashion shows demonstrating typical / traditional clothing from the country of the language being studied.
- Weather forecasts based on maps from the country of the language being studied.
- School celebrations of national feast days from the country of the language being studied when appropriate to facilitate a whole school approach to foreign language learning along with improved cultural awareness.

Impact

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.

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.

Pupils will be aware of their own learning goals and progression as each unit offers a pupil friendly overview so that all pupils can review their own learning at the start and at the end of each unit. They will know and will be able to articulate if they have or have not met their learning objectives and can keep their unit learning intention sheets and unit core vocabulary sheets as a record of what they have learnt from unit to unit and from year to year.

Children are expected to make good or better than good progress in their foreign language learning and their individual progress is tracked and can be reported to pupils and parents / carers in line with school recommendations.

“Shine like the star you are.”