

Languages at Burton Road

'We provide an opening to other cultures and foster children's curiosity about the world!'

Languages

Matthew Harris - Headteacher

Rachael Farrell- EYFS Teacher and MFL Lead

Elizabeth Garside-Specialist Languages Teacher

Speaking
Listening
Reading
Writing
Phonics

Skills



Vision

At Burton Road Primary School, we enormously value the importance of foreign language learning and so we give our pupils the opportunity to visit France in Year 6. Our residential trip is a really profound learning opportunity, where children are immersed in French culture and it is an unforgettable experience that pupils remember for life. Our whole curriculum has been devised with this end curriculum goal in mind, in addition to preparing our pupils for further foreign language learning in KS3 and later life. We strive for our pupils to have a curiosity about other cultures and an understanding of our world.

Curriculum

EYFS and KS1- Exposure before they begin foreign language learning in LKS2. Children learn about different religions, cultures and celebrations from different countries. We teach the children about diversity amongst children in their class and how this may be different with themselves. They learn about traditions around the world.

KS2: Children will practise all of the skills imperative for foreign language learning: Phonics, Speaking, Listening, Reading and Writing. They will learn and acquire these skills when learning through our topic-based curriculum which equips children for further foreign language learning in KS3 and our trip to France in year 6.

Year 3/ Year 3/4- Children learn about the importance of learning a foreign language and the purpose of our curriculum learning the topics we do to help us communicate on our trip to France. Children will begin to read, understand, listen to, say and write familiar spoken words and phrases.

Year 4 and Year 4/5- Children will learn to read, understand, listen to, say a range of spoken words and phrases with increasing accuracy. They will begin to write simple sentences and ask and answer simple questions and give basic information.

Year 5- Children will be able to understand the main points from a series of spoken sentences or the main points from a written passage. They will be able to independently apply their phonics knowledge to give opinions and have an awareness of nouns adjectives and verbs. Children will learn how to use a bilingual dictionary.

Year 6- Children will be able to understand the main points and simple opinions in some detail from a short-spoken passage and longer written passage. Children will continue to use a bilingual dictionary. Children will take part in simple conversation expressing opinions with generally accurate pronunciation. They will write short texts attempting to apply their phonics knowledge to give opinions and use nouns adjectives and verbs correctly.

MFL Lessons

We have an expert language specialist, who delivers outstanding teaching and learning of French across KS2.

Knowledge – grammar, phonics and vocabulary explored through the key skills
Progression – skills built upon each year and key verbs, vocabulary and grammatical structures revisited

Sequenced - Learning is progressive, segmented and sequenced, building to an end activity learning goal shared: 'I know..., so I can do...'.
Clear modelling and instruction, with dedicated practise time of each of the key skills.

Vocabulary exposure of new vocabulary through topics and essential knowledge learnt knowledge and revisited and used frequently by the children.

Differentiation – Inclusive for all learners. Appropriate prompts or scaffolds so all children can access independently.

Phonics

We have devised our phonics progression document using elements of Rachel Hawkes' scheme and the Read Write Inc phonics scheme to plan the sequencing of the learning for each phoneme.

Year 3 –single letter sounds, vowels and silent letters.

Year 4- Digraphs and alternative sounds.

Year 5 – Recap from 3/4 and listen to *singular sounds/words* and unfamiliar words so I can write or say them with more accuracy.

Year 6- Recap from 3/4 and listen to *short phrase/sentences* and unfamiliar words so I can write or say them with more accuracy. Read single unknown words more readily.

Grammar

Grammar -has been carefully considered to show progression and the timing of delivery is considered against the maturity of students and their understanding of English SPAG. Where possible, English SPAG terminology is used frequently, so that children can easily make comparisons with their own language. Grammar has been mapped to the ASCL KS2-KS3 French transition toolkit.

Year 3- Lexicogrammar (introduction of grammar through communicative functions) e.g use of subject pronouns je and tu, c'est and questions words so children can communicate. Common irregular verbs- avoir and etre.

Year 4- expressing and understanding short phrases. Use of genders, determiners, adjectives. Expand use of verbs in first and third person. Use of conjunctions to expand ideas.

Year 5- Sentences and linked together, subject pronouns and er verbs. Further use of adjectives and conjunctions to explain opinions. Grand and petit adjective preceding the noun. Full paradigms of er verb. Aller verb. Core conversational structures such as je voudrais and il y a and negative form.

Year 6- Short paragraph. Faire and boire irregular verbs. Adverbs of frequency and time. Impersonal verbs- il fait. Complex sentences using quand -what they do when they do it.

Key verbs: avoir, etre, faire, aller, habiter, jouer, manger, Je bois, J'aime, Je n'aime pas, J'adore, Je déteste

MFL-beyond lessons

- Whole School Assemblies
- Languages Day, St Malo Trip in Year 6
- Spanish Club after school

Cultural Capital

Years 3 and 4- Christmas nouns and traditions in France, Halloween time in France, Epiphany – The Three Kings, Carnival time, Easter nouns and traditions, where France is, how to get to France, places in France and why learning a language is important.
Years 5 and 6 - A focus on the town of St Malo (Children visit this town in Year 6 on the French trip), French speaking countries, eating out, the French school day, school lunchtimes in France, handwriting, currency – euros, Bastille Day.

Communication

- Twitter
- Facebook
- Website
- School Gateway
- App
- Dojos
- Emails

Assessment

We assess children's understanding of the vocabulary, grammar and cultural aspect of foreign languages. Formative assessment and summative assessment through a post-unit assessment 'hot task' called 'Puzzle it out' will be completed at the end of the unit to inform subsequent planning. We then use on/off track grids to identify any spotlight children who need further support to access their learning and continue to make progress.

Differentiation

- See MFL Policy
- Scaffold sheets/prompts
- Knowledge Organisers

Vocabulary

Vocabulary is specifically chosen to give children the opportunity their use their newly learnt phonics, to use grammatical elements but also linked to topics with the end curricular goal in mind. We will be exposing children to other vocabulary whilst teaching our topics, however this is not essential knowledge that we are expecting the children to retain, but to understand the meaning, for example teacher use of questions and commands. This puts new vocabulary into context and encourages the use of transactional language for a real purpose.

Extra-Curriculum Opportunities

Our languages specialist runs a Spanish club for any children who wish to continue with their Spanish learning. This club promotes the profile of languages at our school. They are extremely enthusiastic about their foreign language lessons.

Monitoring Feedback

- Parent Voice
- Pupil Voice
- Staff Voice
- Whole School Staff Survey
- MFL Meetings
- Liaison between MFL lead and Specialist