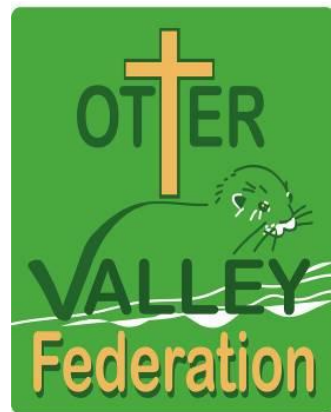


A developmental progression that provides a coherent framework to support the teaching of geography. It is ambitious and detailed, cross referenced to the National Curriculum and bodies of key research, as well as building in developmental milestones to move pupils from one stage to the next.

Modern Foreign Languages Progression



Introduction

“Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.”

National Curriculum 2014

The aims and expectations of the National Curriculum

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Our Belief

In the Otter Valley Federation we believe that to learn a foreign language is to develop a child’s interest in both another country, and to develop a skill to support them in later life. For this purpose we have chosen to teach French due to the geographical nature of the country and the opportunities for visiting a French speaking country from the United Kingdom. Our purpose is to equip our children with an ability to communicate at a basic level with a person from another country and to enlighten them on the culture and customs in another country different to ours. Our French curriculum aims to develop the confidence and competence of each child in the foreign language they are learning.

Teaching and Learning

In the Otter Valley Federation, French is taught as a discrete subject in line with the recommendations of the National Curriculum. It states that:

By the end of key stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Learning a language is only a statutory subject in Key Stage 2 however at Otter Valley Federation we will provide incidental opportunities for beginning to learn French both in EYFS and KS1. For example, introducing them to greetings, answering the register etc

Intent

At Otter Valley Federation we draw predominantly upon 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. All pupils will be expected to achieve their full potential by encouraging high expectations and 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 foreign language knowledge of our pupils progresses within each class and is extended throughout the primary phase and, in so doing, will always be relevant and in line with meeting or exceeding national DfE requirements.

The four key language learning skills; listening, speaking, reading and writing will be taught 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.

The intent is that all pupils will develop 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. The intention is that they will be working towards becoming life-long language learners.

Implementation

All classes will have access to a high-quality foreign languages curriculum predominantly 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.

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.

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(s) they are learning.

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.

Grammar is integrated and taught discreetly throughout all appropriate units.

Assessment

“The fundamental point is however not that complicated: a curriculum sets out the journey that someone needs to go on to get better at the subject. In short, it models the progress that we would hope (although cannot guarantee) that someone will make. The curriculum is the progression model.” M. Fordham

In the Otter Valley Federation we understand the importance of a clearly defined and coherent curriculum both in structure and content. We have carefully specified what we intend to teach, building links within and across each learning sequence. By developing explicit curriculum related expectations, we support teachers with knowing what to teach and then assess the knowledge that we expect children to acquire. We expect children to have met these expectations because they are directly connected to what has been taught.

“... the key reason for all assessment is to ensure that teaching and learning are working well and that children are benefiting from a deep and rich education.” Sean Harford

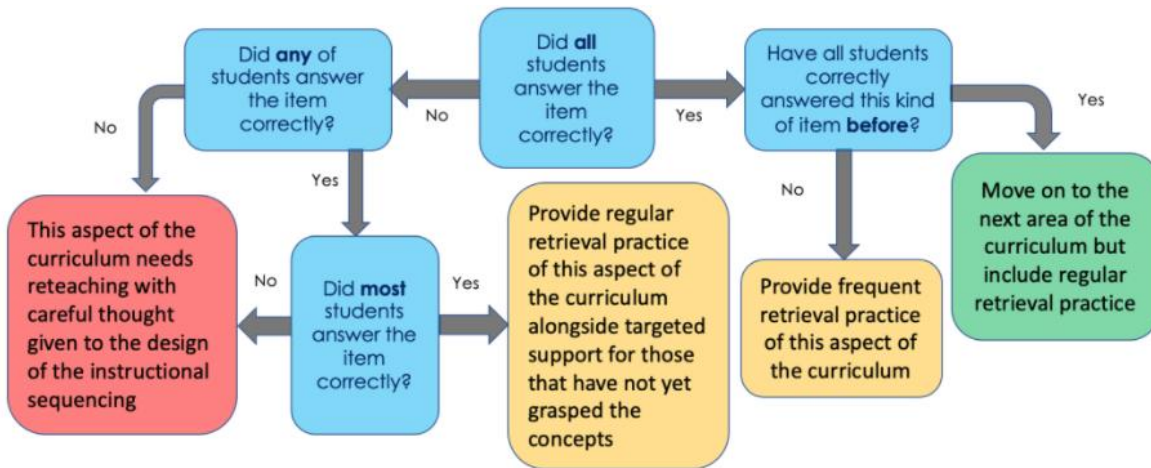
At Otter Valley Federation we use assessment for three main purposes:

1. To impact on learning
2. To support school level decision making
3. To inform classroom teaching

We believe that purposeful assessment enables teachers to teach more effectively, enabling all our pupils to make progress. We follow these key principles when considering purposeful assessment:

- Having a clear, shared understanding of what is effective assessment practice and what constitutes progression – through the use of our concepts progressions.
- Consistent understanding and use of terminology and approaches by all teachers across the school
- Assessment process included as part of the planning stage – see learning sequence overviews

When teaching, we follow the formative assessment process, illustrated in the following diagram created by David Didau:



“Teachers need to know what gaps they need to fill, both at the level of individual students and the class. Teachers need to know what

to teach next in order that all progress through the curriculum.” David Didau

Opportunities to monitor pupils' learning will occur during everyday classroom situations through:

- watching pupils as they work in French
- listening to pupils as they talk about their learning in French
- questioning pupils
- discussing and reviewing pupils' work with them
- marking pupils' work
- asking pupils to assess their work or the work of their peer

Disciplinary Concepts Progression

The linguistic skills. How to use what is taught.

This is what pupils are expected to be able to do with the content presented and learnt in each unit, teaching type or teaching phase - the things that are unique to learning foreign languages. It is the questions pupils will be expected to ask and answer by the end of the unit and what pupils should be able to understand and express in written or oral form.

The aim is to teach pupils to become more independent learners and learn how to use and manipulate the foreign language more creatively and with increased accuracy. To learn to use a range of language learning strategies when trying to decode less familiar language and understand that these are transferable skills. Understanding the grammar taught and being able to use it to communicate effectively. To say more, to write more and understand more of what they hear and read as they move through primary phase using a growing knowledge and understanding of the foreign language taught.

The minimum linguistic skills all pupils should aim to have by the end of primary phase:

- Know how to greet somebody and ask how they are feeling.
- Say how they are feeling. Substantive & Disciplinary Knowledge v1 May 2024 Page 3 of 3
- Ask somebody their name.
- Tell somebody their name.
- Ask somebody their age.
- Say how old they are.
- Ask somebody where they live.
- Tell somebody where they live.
- Present themselves with key details such as name, age and where they live.
- Know how to say the date.
- Know how to say when their birthday is.
- Ask somebody when their birthday is.
- Know how to describe the weather.
- Ask what the weather is like.
- Describe a/their own family.
- Ask somebody if they have any siblings and ask what he/she/they are called.
- Say if they have a pet and what it is called.
- Ask somebody if they have a pet.

- Describe something by colour using their knowledge of adjectival agreement.
- Say what they have/do not have in their pencil case and/or home.
- Describe a school day/a weekend in detail.
- Pronounce what they say and read in longer text with increased accuracy and intonation.
- Learn how to gist listen and read using language learning strategies so that they understand more of what they hear and read.
- Have improved metacognition and be able to remember and recall more quickly.
- Learn to look for cognates and hooks. Be aware of ‘false friends’ that confuse meaning.
- Know how to use a bilingual dictionary to understand the meaning of unknown words.
- Know how to use a bilingual dictionary to look up translations of English words they do not know.
- Know that verb forms change more and how to do it when talking about others.
- Say and write more with increased confidence, speed, improved pronunciation and general accuracy.

Substantive Concepts Progression

The key content. What is being taught.

This is the carefully sequenced, factual knowledge learnt in a foreign language curriculum at primary phase. In simple terms, the phonemes, grammar, vocabulary and linguistic structures taught in every unit, teaching type or teaching phase. This content is always clearly documented by unit and the ‘elements’ the pupils are expected to learn in terms of that unit will always be clearly displayed and itemised.

The minimum content all pupils should aim to know by the end of primary phase:

- Recognise and know how to pronounce the key phonemes suggested on the phonics mats.
- Recognise, recall and remember as a minimum the vocabulary presented in the Core Vocabulary Mat (numbers at least 1-31, days of the week, months of the year, the weather, colours, key greetings, key question words and phrases, key high frequency verbs, simple opinions).
- Recognise, recall and remember the vocabulary and linguistics structure from all the extra units covered across the key stage.
- Understand the key grammatical concepts of gender, noun plurality, determiners, adjectival agreement, negative structures, possessive adjectives, conjunctions, regular and irregular high frequency verbs, verb conjugation, opinions and justifications.