



**Creativity**

**Challenge**

**Community**

# St Mary's Subject Intent Document

## Our Curriculum Intent at St Mary's CE School:

To develop a carefully designed, **sequential** curriculum, underpinned by **progressive knowledge and understanding**, equipping our children for their future lives. It is **aspirational**, providing **problem solving**, challenge and **creativity** whilst developing character including **responsibility, reliability and perseverance**. The curriculum ensures the children are able **to celebrate uniqueness and diversity** and apply their **learning to positively impact the local, national and global community**.

### **Modern Foreign Languages Subject Intent:**

Our intent is comprised of the following 3 sections:

1. Our vision for the subject and the purpose it serves for our pupils
2. Defining what the key concepts and core domains of knowledge are, that pupils will learn about
3. The end points our curriculum is working towards

#### **1. Our vision**

We will offer a relevant, broad, creative and ambitious foreign languages curriculum that will inspire and excite our pupils' curiosity using a wide variety of topics and themes. Our ultimate vision is that pupils will feel willing, able and confident to continue studying languages beyond key stage 2. We want all pupils to 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, and develop emotional intelligence within their language learning. Our vision is that they will be working towards becoming life-long resilient language learners, contributing to a multi-cultural and language diverse global world.

#### **2. Our key concepts and core domains of knowledge**

##### **Curriculum Intent**

We will give confidence to children in speaking, listening, reading and writing in French. Children will build on prior knowledge and benefit from continuity, ensuring progression in knowledge and understanding. We will ensure a sequential curriculum, embracing Rosenshine principles, by providing real life contexts and questioning to develop understanding of new vocabulary.

Lessons are based on the three 'pillars' of language learning: phonics, grammar and vocabulary. As children progress through the curriculum, previous language is revisited and consolidated, and any new language introduced gradually becomes more complex and sophisticated. An insight into the culture of French-speaking countries and communities is offered. In addition, 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.

All content will be continuously updated and reviewed, creating a dynamic programme of study that 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.

## **Curriculum Implementation**

### Children are taught:

1. how to listen and read longer pieces of text gradually
2. how to speak, listen to, read and write French with and without scaffolds, frame and varying levels of support
3. grammar rules and patterns in a progressive programme. We start with nouns and articles and 1st person singular of high frequency verbs. We move on to the use of the possessive, the concept of adjectives, use of the negative form, conjunctions and introduce the concept of whole regular verb conjugation. We end with opinions and introduce the concept of whole high frequency irregular verb conjugation.

### Units and lessons:

1. Each unit and lesson will have clearly defined objectives and aims
2. each lesson will incorporate interactive materials to include ample speaking and listening tasks within a lesson
3. lessons will incorporate challenge sections and activities that will be offered with three levels of stretch and differentiation.
4. reading and writing activities will be offered in all units. Some extended reading and writing activities are provided for more able learners
5. every unit will include a grammar concept which will increase in complexity
6. extended writing activities are provided to ensure that all pupils are recalling previously learnt language and, by reusing it, will be able to recall it and use it with greater ease and accuracy
7. pupil learning and progression will be assessed at regular intervals - teachers will aim to assess each language skill (speaking, listening, reading and writing) twice throughout each school year to be able to provide reference points against which learning and progression in each skill can be demonstrated.

In addition to our taught curriculum lessons, teachers are encouraged to include some of the following in their language provision:

1. Foreign language celebration assemblies
2. European languages day
3. School celebrations of national feast and festival days when appropriate to facilitate a celebration of language learning along with improved cultural awareness

## **3. The end points of our curriculum**

Our learners will be able to:

- Speak confidently with good intonation and pronunciation.

- Become fluent in reading.
- Have a strong awareness of the culture of the countries where the language is spoken.
- Have a passion for languages and a commitment to the subject.
- Be independent in their studies and have the ability to draw upon a wide range of resources

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 texts and will be encouraged to formulate their own, more personalised responses based on a much wider bank of vocabulary, linguistic structure 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, opinions and justifications.

Teachers will have a clear overview of what they are working towards and if they are meeting these criteria. Pupils will be aware of their own language learning and each unit offers a pupil friendly overview so that pupils can review their own learning. They will know and will be able to articulate if they have or have not met their learning objectives.

By the end of each year our learners will be able to:



### Language Learning Skills Progression KS2

	Year 3	Year 4 (Assuming at least 1 year of previous foreign language learning)	Year 5 (Assuming at least 2 years of previous foreign language learning)	Year 6 (Assuming at least 3 years of previous foreign language learning)
Listening	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.	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.
Speaking	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.	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.
Reading	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 Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	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.
Writing	Write familiar words & short phrases using a model or vocabulary list. <b>EG:</b> '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. <b>EG:</b> 'My name, where I live and my age'.	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. <b>EG:</b> '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. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. <b>EG:</b> 'A presentation or description of a typical school day including subjects, time and opinions'.
Grammar	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. <b>EG:</b> 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning ( <b>EG:</b> 'the', 'a' or 'some'). Introduce simple adjectival agreement ( <b>EG:</b> adjectival agreement when describing nationality), the negative form and possessive adjectives. <b>EG:</b> 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles ( <b>EG:</b> definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation ( <b>EG:</b> 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour <b>EG:</b> 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives ( <b>EG:</b> 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. <b>EG:</b> 'to go', 'to do', 'to have' and 'to be'.

To ensure all of the above skills progression points are covered we recommend the following units are taught (as a minimum) in each year group and in this order. Units can be added in between.

Phonics & Pronunciation Lesson 1	Phonics & Pronunciation Lesson 2	Phonics & Pronunciation Lesson 3	Phonics & Pronunciation Lesson 4
I Am Learning...	Presenting Myself	Do you have a pet?	At School
Instruments / Animals	My Family	The Date	The Weekend
Fruits / Vegetables / Ice-Creams	My Home / In the classroom	Clothes	Me in the World / Vikings
I Am Able...(F) - I Know How...(S & I)	At The Tea Room / Café / Restaurant		

Our curriculum is designed to be easily adaptable by professional teachers to ensure appropriate challenge and differentiation to meet the needs of all children, including higher attaining pupils as well as scaffolding those who need it, including those with SEND. Teachers ensure the prior learning of all children is assessed in order to adapt planning to fit the individual needs of the children in each class. For children with SEND, this is done in accordance with their IEP/EHCP.