

LANGUAGES AT NATEBY PRIMARY SCHOOL

THE NATIONAL CURRICULUM

Aims:

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.

How will Languages be taught?

INTENT

At Nateby we want all children to have experience of other cultures and for them to have a deeper understanding of the world. We want to make them curious not only about other languages but also about other communities that make up our multi-cultural society. We want them to learn how to communicate in another language and to give them the skills and the confidence to go on to learn further languages.

IMPLEMENTATION

How pupils at Nateby will learn through and about Languages

EYFS & Key Stage 1

The National Curriculum does not set out any objectives for the teaching of languages within EYFS or Key Stage 1. However, at Nateby we believe it is important to foster a curiosity for languages (as outlined above) and that this should be started at a young age. Therefore, children in Reception and Class 1 do have opportunities to learn and develop some early language skills.

This will take the form of;

- listening to stories
- learning rhymes
- counting in different languages
- saying greetings for the register in different languages

These early skills begin to meet these National Curriculum objectives

- listen attentively to spoken language and show understanding by joining in and responding
- appreciate stories, songs, poems and rhymes in the language

Key Stage 2

The National Curriculum states that pupils should be taught;

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing Languages
- 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.

CURRICULUM MAP FOR LANGUAGES 2023-2024

	Autumn	Spring	Summer
Class One Y1 & EYFS	<p>NC OBJECTIVES:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • appreciate stories, songs, poems and rhymes in the language <p>Numbers: Une chanson des chiffres</p>	<p>NC OBJECTIVES:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • appreciate stories, songs, poems and rhymes in the language <p>Colours: La Chanson des Couleurs</p>	<p>NC OBJECTIVES:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • appreciate stories, songs, poems and rhymes in the language <p>Story: Le lièvre et la tortue</p>
Class Two Y2&3	<p>NC OBJECTIVES:</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • Read carefully and show understanding of words, phrases and simple writing; 	<p>NC OBJECTIVES:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • develop accurate pronunciation and intonation so that others 	<p>NC OBJECTIVES:</p> <ul style="list-style-type: none"> • Present ideas and information orally to a range of audiences. • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar

	<p>appreciate stories, songs, poems and rhymes in the language.</p> <ul style="list-style-type: none"> • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; understand basic grammar of feminine and masculine noun <p>All about me: (Y3) Name, age, birthday, my body & my clothes</p>	<p>understand when they are reading aloud or using familiar words and phrases</p> <ul style="list-style-type: none"> • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • Understand key features and patterns of basic grammar • Describe people, places, things and actions orally and in writing • <p>Food Glorious Food: (Y3) Learn about food, likes and dislikes and counting through a story.</p>	<p>written material, including through using a dictionary.</p> <ul style="list-style-type: none"> • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; conjugate high-frequency verbs. • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • Understand basic grammar and conjugate high-frequency verbs; write phrases from memory, and adapt these to create new sentences, to express ideas clearly. <p>Family & Friends: (Y3) Family members, pets & my home</p>
<p>Class Three Y4&5</p>	<p>NC OBJECTIVES:</p> <ul style="list-style-type: none"> • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 	<p>NC OBJECTIVES:</p> <ul style="list-style-type: none"> • speak in sentences, using familiar vocabulary, phrases and basic language structures. • engage in conversations; ask and answer questions. 	<p>NC OBJECTIVES:</p> <ul style="list-style-type: none"> • Engage in conversations; ask and answer questions; express opinions and respond to those of others. • Write phrases from memory, and adapt these to

	<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words present ideas and information orally to a range of audiences broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary <p>All around Town (Y4) French cities, places in a town</p>	<ul style="list-style-type: none"> read carefully and show understanding of words, phrases and simple writing. listen attentively to spoken language and show understanding by joining in and responding. <p>What's the Time? (Y4) Telling the time, my school day, months and seasons</p>	<p>create new sentences, to express ideas clearly.</p> <ul style="list-style-type: none"> Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English Speak in sentences, using familiar vocabulary, phrases and basic language structures <p>Going shopping (y4) Types of shop, buying food, buying clothes, money</p>
<p>Class Four Y6</p>	<p>NC OBJECTIVES:</p> <ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words understand basic grammar appropriate to the language speak in sentences, using familiar vocabulary, phrases and basic language structures; appreciate 	<p>NC OBJECTIVES:</p> <ul style="list-style-type: none"> Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences Read carefully and show understanding of words, phrases and simple writing Speak in sentences, using familiar vocabulary, phrases 	<p>NC OBJECTIVES:</p> <ul style="list-style-type: none"> understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English appreciate stories, songs, poems and rhymes in the language

	<p>stories, songs, poems and rhymes in the language</p> <ul style="list-style-type: none"> • present ideas and information orally to a range of audiences • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • describe people, places, things and actions orally* and in writing • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help <p>Family & Friends: (Y5) Describing my family, having conversations & asking opinions</p>	<p>and basic language structures</p> <ul style="list-style-type: none"> • Engage in conversations; ask and answer questions • Present ideas and information orally to a range of audiences <p>School Life: (Y5) Classroom objects & routines. What is it like in a French school?</p>	<ul style="list-style-type: none"> • present ideas and information orally to a range of audiences • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • describe people, places, things and actions orally and in writing • speak in sentences, using familiar vocabulary, phrases and basic language structures • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words <p>Visiting a French Town: (Y6) Buildings & transport What sort of houses to French children live in?</p>
--	--	--	--

KEY SKILLS PROGRESSION IN LANGUAGES

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
LISTENING & RESPONDING	<p>I can follow a familiar story in French.</p> <p>I can Listen and respond to familiar spoken words and phrases.</p>	<p>I can listen for specific phonemes, words and phrases.</p>	<p>I can listen attentively and understand more complex phrases and sentences.</p>	<p>I can understand the main points and simple opinions in spoken sources e.g. story, song or passage.</p> <p>I can understand longer and more complex phrases or sentences e.g. descriptions, information, instructions.</p>
SPEAKING	<p>I can communicate with others using simple words, phrases and short sentences</p> <p>I can explore the patterns and sounds of language to help develop accurate pronunciation and intonation.</p>	<p>I can communicate by asking and answering a wider range of questions and presenting short pieces of information.</p> <p>I can explore the patterns and sounds of language to help develop accurate pronunciation and intonation.</p>	<p>I can take part in short conversations using familiar structures and vocabulary.</p> <p>I can use simple conjunctions to build more complex sentences and present information to others.</p> <p>I understand and express more complex opinions.</p> <p>I can explore the patterns and sounds of language to help develop accurate pronunciation and intonation.</p>	<p>I can use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience.</p> <p>I can understand and begin to use the past tense to describe events Present to an audience e.g. role-play, presentation, performance.</p>
READING	<p>I recognise and understand some familiar written words and phrases</p>	<p>I can read and understand familiar written words, phrases and short texts made of simple sentences.</p>	<p>I can read a variety of short simple texts in different formats and in different contexts.</p>	<p>I can read aloud from a text with good expression.</p>

	I Show awareness of sound-spelling links.	I can read a wider range of words, phrases and sentences aloud. I can follow text while listening and reading at the same time. I Can apply phonic knowledge to support reading and read words, phrases and sentences aloud with increasingly accurate pronunciation.	I focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud.	I can read and understand the main points and some detail from a short written passage.
WRITING	I can write some familiar simple words using a model and some from memory.	I can write a short text using a model. I can apply phonic knowledge to support writing.	I can write simple sentences and short texts using a model. I can use a dictionary to check the spelling of words.	I can write sentences and construct short texts using a model. I can write a few sentences from memory, using knowledge of words, text and structure.
GRAMMAR	I can understand some basic grammar appropriate to the language being studied: <ul style="list-style-type: none"> • gender – masculine, feminine – nouns (singular) • word order of adjectives • how to form the negative 	I understand some basic grammar appropriate to the language being studied: <ul style="list-style-type: none"> • gender – masculine, feminine neuter – nouns (singular and plural); adjectives, pronouns • verbs - 1 st, 2nd 3 rd persons in questions and answers • how to form the negative 	I understand some basic grammar appropriate to the language being studied: <ul style="list-style-type: none"> • gender – masculine, feminine, neuter – adjectives, possessive pronouns • verbs – how to form the future tense, conjugation of present tense verbs. 	I understand some basic grammar appropriate to the language being studied: <ul style="list-style-type: none"> • verbs –begin to use the past tense, reinforce understanding of future tense • adverbs <ul style="list-style-type: none"> • gender - – masculine, feminine, neuter -nouns and adjectives.

WIDER EXPERIENCES Cultural Capital & multiculturalism	Learning a language is more than just learning different vocabulary. We teach children about the culture and customs of the country too. Language Peer to Peer Days are often used to focus on MFL.
COVID 19 RESPONSE	We endeavour to re-ignite children's enthusiasm for Languages as this is an area which has understandably taken a back-seat during lockdown. We will resume our normal teaching, assessing where children are and build on these skills.

IMPACT

Class teachers will make on-going formative assessments of pupils informally throughout the lesson and will give immediate feedback if appropriate. These assessments will be used to inform future planning on a lesson by lesson basis. Pupils will be assessed against the Skills progression and the National Curriculum objectives on a termly basis.