



Breakfast in France!



Language is everywhere



Experiencing world cultures

Language shapes the way we think, and determines what we can think about. – Benjamin Lee Whorf

**Knowledge of languages is the doorway to wisdom.
– Roger Bacon**

Intent

The National Curriculum for Languages states:

“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.”

The National Curriculum for languages aims to ensure that all pupils:

1. understand and respond to spoken and written language from a variety of authentic sources
2. 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
3. can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
4. discover and develop an appreciation of a range of writing in the language studied.



A Journey into Languages



At Boskenwyn and Germoe Schools, we intend to introduce children to new languages and cultures from the beginning of their journey in school. EYFS/KS1 children will be encouraged to notice similarities, differences in their language and the language of others and begin to recognise and talk about similarities and differences.

Children in key stage 2 have weekly lessons in French throughout Key Stage 2. Areas covered include: numbers, colours, house and home, in town, food and drink, the classroom, clothes and hobbies. Children are also given the opportunity to choose which modern language they would like to learn on the chrome book via Duo-lingo. They participate in 10 minute sessions throughout the day.

At the end of Key Stage 2, children are given the opportunity to visit Italy on a 7 day residential trip to apply the language skills they have learned and immerse themselves in a different language and culture.

Through the engagement in a variety of Erasmus projects, children will meet, greet and engage with children and adults from different countries and begin to converse with them and in a different language, both verbal and through gestures. They will practice rhymes, songs and learn dances together. Children will also have the opportunity to visit their country and engage in similar activities there.

It is intended that when children leave Boskenwyn and Germoe Primary Schools, they will have a natural curiosity and confidence to explore, other countries, cultures and languages, accepting that, in a multi-lingual society it is a valuable skill to be able to communicate effectively with others in another language. They will be engaged and prepared to continue language learning at secondary school and beyond.

Implementation

Through our inquiry based curriculum, children will learn how 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 ♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
5. present ideas and information orally to a range of audiences
6. read carefully and show understanding of words, phrases and simple writing
7. appreciate stories, songs, poems and rhymes in the language
8. broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
9. write phrases from memory, and adapt these to create new sentences, to express ideas clear



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10. describe people, places, things and actions orally and in writing
11. 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.

Impact

The Federation’s inquiry based pedagogy offers each pupil the experience, skills and knowledge to continue to grow as language learners and global citizens. Languages are monitored by subject leaders throughout all year groups using a variety of strategies such as book scrutinises, lesson observations, staff discussions and pupil interviews. Feedback is given to teachers and leaders use the information to see if the children know more and remember more. Pupil voice feeds into school improvement and changes are made with their ideas for the future in mind. Pupils assess their own learning on Duo-Lingo, this is monitored by the classteacher and fed back to the subject leader.

Pupil Voice

Pupil Voice is also used to further develop the MFL curriculum, through questioning of pupils' views and attitudes to learning a language. Here are some of the children’s responses:

“I really want to carry on learning Turkish so I can speak to Demre in her language.” Yr 5 (after an Erasmus visit to Germoe School)

“I loved saying hello and goodbye in Italian and saying please and thank you at dinner” Yr 6 (During ski trip to Italy)

An Example Progression of Skills

Objectives	Year 3/4	Year 5/6
Understand and respond to spoken and written language from a variety of authentic sources	<ul style="list-style-type: none"> • To listen attentively to spoken language and begin to show basic understanding of single words and small phrases by joining in and responding when items are repeated several times. • To begin to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. 	<ul style="list-style-type: none"> • To listen attentively to spoken language and show understanding by joining in and responding. • To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.



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Examples of Learning Outcomes

- Ordering breakfast in France in French
- Communicating with hoteliers in Italy in Italian
- Being a global ambassador and welcoming European visitors to our schools in their language
- Having the confidence to speak to a foreign visitor in their mother tongue
- Making new friends from around the world

FAMILY Values (incorporating British Values):

Fairness

Phenomena: Fair trade, British values (tolerance, democracy, rule of law, respect) manners, honesty. Examples of these and why they are important can be found in studies of different countries and cultures including fairtrade, children are able to compare their own values with those of children in other countries at first hand with both visits and visitors.

Attitudes to Learning

Phenomena: Growth mind set, building learning power, mindfulness. The study of languages provides opportunities to study examples of how people from other cultures communicate with one another and the effect and power language can have. Allowing children choices and control of what they learn develops positive attitudes to learning.

Making Healthy Choices

Phenomena: Healthy living, mental health and wellbeing, environmental issues, lifestyles. Language learning offers opportunities to study food names and recognise their similarities and differences.

International Citizenship

Phenomena: global issues, religious and cultural diversity, heritage, celebrating differences, power of languages; verbal and non-verbal. Learning about the world and its processes children begin to understand how they are international citizens and of the responsibilities they have to the world. Opportunities to visit different countries allow for children to experience different languages and cultures.

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Living and learning safely

Phenomena: Online safety, keeping safe: road, sun, fire, sea, antibullying, health relationships, risk management. When using Duo-Lingo, children are reminded how to use the internet safely.

Yearning for success

Phenomena: Entrepreneurship, raising aspirations, economic wellbeing: Through meeting children and families from a variety of places and differing cultures, children are able to gain a perspective of their economy, compare jobs of parents, and begin to develop of love of travel.

Cultural Capital

Ofsted defines Cultural Capital as:

'...the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.' Ofsted School Inspection Handbook 2019

The study of languages provides an ideal platform from which to learn about, reflect and analyse different places, cultures and environments and their interactions and the best that has been thought and said in these different cultures and countries. Language learning provides endless examples of human creativity and achievement in many different countries, cultures and environments to inspire and motivate our pupils as it opens up the world to them. Both schools in the federation take part in Erasmus activities which provide opportunities for foreign travel both for children and staff to complete professional development...The cultural capital of languages extends to staff.



Staff training in Iceland.



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Our Multi-Disciplinary Approach

Our Federation's topic based inquiry approach provides opportunities to research and inquire using a range of resources and experiences. Pupils are enabled to apply their knowledge of languages into different settings and subjects. A full range of learning styles is offered and a range of subjects are incorporated when learning about different languages. Children are given opportunities to show case their learning in their own preferred method. Songs in language lessons reflect the themes of our topics.

Last Year's Successes

- Mandarin Teaching Assistant in Reception/Yr 1 classes in both schools.
- Year 5/6 visit to Eden Project to explore food sustainability, looking at language of food
- Whole week of Chinese culture activities for year R/1 Boskenwyn led by Mandarin Teaching Assistant
- Yr 5/6 ski trip to Italy
- Staff CPD attending workshops in Greece as part of a "masks" project
- Staff CPD attending conference in Reggio Emilia in Northern Italy
- Visitors to Germoe – Erasmus KA2 Project Choose Your Character, Wear your Mask – visitors from Turkey, Greece, Romania,
- Staff/children visit to Romania – Erasmus KA2 Choose your character, wear your mask
- Introduction of independent Duo-Lingo learning

Priorities for this Year

Foreign language assistant – Following on success of Chinese language assistant (on hold due to COVID-19 restrictions)

Further development of Duo-Lingo independent language learning

Enable contact with other countries both for children and staff professional development in digital/blended learning opportunities if physical visits are not possible due to restrictions of the Corona virus epidemic.

KA1 – Erasmus staff development – Finland, Estonia, Portugal, Sweden