

Foreign Language Progression Model

Key Stage 3	Modern Foreign Language Teaching may be of any modern foreign language and should build on the foundations of language learning laid at key stage 2, whether pupils continue with the same language or take up a new one. Teaching may focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing as appropriate.
Key Stage 2	Foreign Language A high-quality languages education should foster pupils' curiosity, intercultural awareness and understanding and so deepen their understanding of the world. The focus of study in foreign languages will be on simple, practical communication Pupils should be taught to: listen attentively to spoken language and show understanding by joining in and responding and explore the patterns and sounds of language through songs and rhymes

ORACY– Listening and responding to simple rhymes, stories and songs; responding to sound patterns and words; performing simple communicative tasks using single words, phrases and short sentences

LITERACY– Reading simple words; experimenting with the writing of simple words, using a model and some from memory

INTERCULTURAL AWARENESS AND UNDERSTANDING– Learning about different languages spoken; locating countries where the language is spoken; identifying social conventions/stories/festivals/celebrations, at home and in other countries; make direct or indirect contact with the countries where the language is spoken

Pupil Premium: Our approach, reinforced by research from the EEF, prioritises improvements in the quality of education and teaching, including supporting pupils' access to learning. Utilisation of the PPG will benefit wider pupil groupings in school, specifically raising the quality of interventions in supporting best outcomes.

CPD: Teachers keep their skills current and appropriate to the learners.
<https://www.thegrid.org.uk/learning> <https://primarylanguages.network/cpdfoprimaryschools> <https://www.excellencegateway.org.uk>

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Content (Intent): Teachers reflect on what content is necessary for pupils dependent on their individual needs. Learning is centred around ensuring the most coherent acquisition of knowledge and experiences as well as empowering and inspiring pupils through development of skills linked to their EHCP.

Activities, Expectation and Challenge (Implementation): Lesson activities are challenging to pupils and in regards to their EHCP/PLIM targets. Pace and depth of learning is personalized, supporting pupil motivation and engagement; Expectations are high for all pupils developing their cognitive, behavioral, physical, communication and sensory needs.

Assessment and Progression (Impact): Languages are part of the cultural richness of our society and the world in which we live and work. Learning languages contributes to mutual understanding, a sense of global citizenship and personal fulfilment. Pupils learn to appreciate different countries, cultures, communities and people. By making comparisons, they gain insight into their own culture and society. Pupils make good progress and achieve highly by accessing appropriate content (age and stage) taught well. The curricula follows a progression model that identifies the most useful knowledge and concepts for cumulative sufficiency. Assessment checks content is retained long term, identifying those pupils that need further support which is related back to PLIM targets. Teachers are aware of previous learning, current learning and future learning. There is a solid understanding of the sequence of learning and an individual pupils pathway, allowing challenging, relevant targets to be set.

English, Communication and Reading: Range of resources sourced to support pupils and staff. Pupils use appropriate texts and visual support. Pupils develop understanding through real life and practical situations and with support from outside agencies and cultural partners. Pupils have opportunities for interactions and asking questions. Human Library concept supports diversity and equality.

Foreign Languages Action Plan

Area	Deep Dive	Action	Time (aim)	Who	Impact
Key Stage 2	We do not offer MFL as a discrete subject and we concentrate on the communication method highlighted in a child's EHCP. Through the curriculum we look to give opportunities to explore and open minds to the concepts of foreign languages and different cultures. This allows pupils to; Increase understanding of their own culture. Increase awareness of the world around them. To be open minded and welcoming of other people and cultures. Improve social skills, communication and confidence.	To continue to create opportunities through the curriculum to increase intercultural awareness and understanding, oracy and literacy in a foreign language	2020-2021 academic year	Teachers in Phase 2	Sequenced learning High quality languages education Cultural Capital
Key Stage 3		continue to create opportunities through the curriculum to increase intercultural awareness and understanding, oracy and literacy in a foreign language	2020-2021 academic year	Teachers in Phase 4	Sequenced learning High quality languages education Cultural Capital
Key Stage 4 & 5	Offer of MFL each year for those students who would like to focus on a foreign language to qualification level (if appropriate)	Ensure range of qualifications on offer is appropriate to the student cohort	2020-2021 academic year	Teachers in Phases 5 & 6	Sequenced learning High quality languages education Promoting students choice and personalized pathways for the future Cultural Capital