

# Modern Language Progression Model

## Engagement Curriculum

Pupils use single elements of communication carefully planned by considering the building blocks and implemented throughout the specific curriculum which focuses on early interaction and engagement. Learners access language as part of their daily routine, relating to PLIMS and SCERTS targets. There is a focus on communication throughout the day, with learners encouraged to use an appropriate form of communication; whether that be objects of reference, PECs, Makaton signs or visuals. Child-led Intensive Interaction and adult-led phonics sessions strengthen both verbal and non-verbal language development. Pupils work towards competence enabling them to communicate with different people in different contexts for different purposes.

Please Refer to the English, Literacy and Communication Progression Model

## Core Curriculum

**Phases  
4 & 5**

Teaching of ML is not a discrete subject, but rather through project-based learning. This may be of any modern language and should build on the foundations of language learning laid in previous phases. Teaching may focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing as appropriate.

**Phase  
2 & 3**

Pupils will extend their knowledge and understanding of language and cultural traditions, recognising their local, national and global contexts. The curriculum will foster pupils' curiosity, intercultural awareness and understanding and so deepen their understanding of the world.

**Phase  
1**

Learners access a socially and emotionally secure environment in which they can learn successfully and play purposefully. Pre-ML skills are taught through the development of Communication & Language, Attention & Understanding, Reading and Writing. Focussed learning takes place on a 1:1 basis and is practiced through experimentation and exploration.

## Extended Curriculum

**Phase  
5**

Building on languages explored at previous phases, pupils have the option to choose to complete a qualification of a ML of their choice. For these learners, ML is taught through formal learning as a discrete subject. Learners consolidate and develop skills in everyday practical contexts, following a syllabus to prepare for standardised tests at entry level or GCSE level, depending on students ability.

**Phase  
4**

Teaching of ML is not a discrete subject, but rather through project-based learning. This may be of any modern language and should build on the foundations of language learning laid in previous phases. Teaching may focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing as appropriate.

**Phase  
2 & 3**

Pupils will extend their knowledge and understanding of language and cultural traditions, recognising their local, national and global contexts. The curriculum will foster pupils' curiosity, intercultural awareness and understanding and so deepen their understanding of the world.

## ML Progression Model

**Pupil Voice:** 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 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.

**Health & Safety:** Necessary risk assessments are available and include educational visits out of school; cooking and food technology.

**CPD:** Teachers keep their skills current and appropriate to the learners.

<https://www.thegrid.org.uk/learning>

<https://primarylanguages.network/cpdfoprimarieschools>

<https://www.excellencegateway.org.uk>

**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, behavioural, physical, communication and sensory needs.

**Impact: (Assessment and Progression)** 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, Literacy and Communication:** Diverse 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.

## ML Action Plan

Area	Deep Dive	Action	Time (aim)	Who	Impact
<b>Engagement</b>	<p>Curriculum focuses on early interaction and engagement.</p> <p>Personalised curriculum developed around PLIMs targets.</p>	To continue to create an individualised curriculum specific to learners needs.	2021—2022 Academic Year	Engagement Class Teachers/Lead learners	Highly personalised curriculum with appropriate targets
<b>Core</b>	<p>We do not offer ML as a discrete subject and we concentrate on the communication method highlighted in a child's EHCP.</p> <p>Through the curriculum provide opportunities to explore and open minds to the concepts of languages and different cultures.</p> <p style="text-align: center;">This allows pupils to;</p> <ul style="list-style-type: none"> <li>• Increase understanding of their own culture,</li> <li>• Increase awareness of the world around them,</li> <li>• Be open minded and welcoming of other people and cultures.</li> <li>• Improve social skills, communication and confidence.</li> </ul>	Continue to create opportunities through the curriculum to increase intercultural awareness and understanding, oracy and literacy in a different language.		Core Class Teachers	<p style="text-align: center;">Sequenced learning</p> <p style="text-align: center;">High quality languages education</p> <p style="text-align: center;">Cultural Capital</p>
<b>Extended</b>	<p>Offer of a ML each year for those students who would like to focus on a language to qualification level</p>	Ensure range of qualifications on offer is appropriate to the student cohort.		Extended Class Teachers	<p style="text-align: center;">Sequenced learning</p> <p style="text-align: center;">High quality languages education</p> <p style="text-align: center;">Promoting students choice and personalised pathways for the future</p> <p style="text-align: center;">Cultural Capital</p>
<b>Whole School</b>	<p>Evidence of all phases successful focus on pupils' communication targets as detailed in EHCP's.</p> <p>Sequential , connected learning is evident.</p> <p>ML embedded within Core and Extended curriculum strands.</p>	<p>Promote ML and Cultural Awareness.</p> <p>ML opportunities outside lessons</p>		ML Subject Lead	<p style="text-align: center;">Sequential learning across school as appropriate to Pathway</p> <p style="text-align: center;">Curriculum offer remains responsive to pupil need</p>