

Modern Foreign Language

Curriculum Implementation

As a minimum, Green Ridge seeks to provide children with the following knowledge, skills and understanding as outlined in the [National Curriculum](#) (2014):

Pupils should be taught to:

- 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
- 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

The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication.

Programme of study

Green Ridges follows an approved scheme of work as published by the Goethe Institute, who are extremely well-placed to provide guidance on language curriculum structure for German. The scheme gives a sequential overview to the content taught across Key Stage 2 broken down into each year group.

The content within the scheme has been developed by German native speakers and British Primary experts in methodology with the intention of enabling teachers to make a flying start with teaching German at Key Stage 2. The sequence of the chapters/units is designed to ensure progression. A central element of the course is to enable the children to develop cultural awareness of aspects of life in German speaking countries as well as creating a love for language learning.

The units taught in each year group are specified below, although the order of the units within each year-group might be interchanged, depending on the class topic, making purposeful cross-curricula links where possible. For further information about the order of units within each year group, please see each year group's curriculum map on the year-group page of the academy's website.

	Year 3	Year 4
Autumn 1	Unit 1: Hello! (Greetings) Unit 2: How are you? (Feelings)	Unit 1: A new phone (revision: numbers and animals – new: making phone calls) Unit 2: Preparing for the visit (revision: yearly cycle and free time activities – new: days of the week)
Autumn 2	Unit 3: Visitors from German (animals and their characters) Unit 4: The painting (colours)	Unit 3: Felix's birthday celebrations (revision: clothes, birthday vocabulary – new: ordinal numbers) Cultural Chapter: Christmas in Germany
Spring 1	Unit 5: Fruit salad (Fruit and expressing likes/dislikes) Unit 6: The broken washing machine (clothes)	Unit 4: The DVD (revision: nouns with special sounds from Year 1 – new: verb <i>haben</i> in all forms and German phonics) Unit 5: The book (new: alphabet and reading a simple story in German)
Spring 2	Unit 7: Time for breakfast (food and drink) Unit 8: The work out (body parts)	Unit 6: a weird dream (revision: days of the week – new: school subjects and time table) Unit 7: A masterpiece (revision: colours and expressing likes and dislikes – new: shapes and descriptive vocabulary)
Summer 1	Unit 9: Franz's birthday (numbers and birthday) Unit 10: The parcel (asking questions)	Unit 8: In the letterbox (new: singular and plural forms – new: furniture, rooms and prepositions) Unit 9: A Fairy Tale experience (revision – alphabet – new: giving directions and reading a German Fairy Tale)
Summer 2	Unit 11: Sunglasses or umbrella? (The weather) Unit 12: Sorry, wrong number (the yearly cycle)	Unit 10: Magic holiday plans (revision: food and countries – new: continents and verbs of movement) Cultural Chapter: Handball

	Year 5	Year 6
Autumn 1	Chapter 1: In a new country (In einem neuen Land)	Chapter 1: Arrival in two different cities (Ankunft in zwei verschiedenen Städten)
Autumn 2	Chapter 2: On the playground (Auf dem Schulhof)	Chapter 2: North, South, East or West? (Im Norden, Süden, Osten oder Western?)
Spring 1	Chapter 3: In the school canteen (In der Schulkantine)	Chapter 3: An unpleasant trip by car (Eine unangenehme Autofahrt)
Spring 2	Chapter 4: In the school garden (Im Schulgarten)	Chapter 4: A canoe adventure in Leipzig (Ein Kanuabenteuer in Leipzig)
Summer 1	Chapter 5: In the library (In der Bücherei)	Chapter 5: In search of old friends at the Vet's (Auf der Suche nach alten Freunden beim Tierarzt)
Summer 2	Chapter 6: Behind the scenes (Hinter den Kulissen)	Chapter 6: A city full of surprises (Eine Stadt voller Überraschungen)

How often is German taught?

German is taught by Class Teachers through discrete languages lessons each week, lasting approximately 30-40 minutes within Key Stage 2. Lessons will focus primarily on oracy (speaking and listening, and associated activities) and then progress to literacy skills of reading and writing as learners develop greater confidence and application. However, there are many opportunities for language reinforcement throughout the wider curriculum, as noted below which give an opportunity to practice key vocabulary in a familiar way, building children's confidence, recall and fluency.

Wider MFL curriculum

There are many ways in which class teachers provide additional practice for pupils in learning German across the day and as part of the wider curriculum, such as:

- Greeting the children, ask the children to greet visitors to the class in German
- Asking how the children are feeling, what the weather is like, what the date is today
- Taking the register/lunch register – good morning/good afternoon, saying their number in the register, saying what colour option they are for lunch in German
- Recapping taught vocabulary during the register by the children saying their name and then a fruit in the target language (could extend for some by adding descriptions and detail e.g. grün Äpfel)
- Writing the date
- Mental maths starters, using number fans, counting, simple +, -, x, ÷ sums
- Lining up – saying those that are wearing a particular colour can line up, etc
- Label classroom objects/subjects in both languages
- Games revising basics such as colours, numbers, days, months such as 'fruit salad'
- Singing happy birthday
- Playing Bingo, Simon says, the police game, splat/gladiators, your majesty
- Checking against the success criteria at the end of any lesson with the traffic light system or thumbs up/down/to the side
- Reading familiar, translated stories to the children during the school day in German (e.g. The Hungry Caterpillar ('Die Kleine Raupe Nimmersatt'))

Many links are also made to German as children encounter them within the curriculum, such as:

- **Music** – learning about German composers, German musical vocabulary and German styles of music within History
- **Science** – learning about German scientists, their discoveries and inventions

- **Geography** – learning about Germany as a country, it's culture and make-up
- **History** – Germany as part of World War 1 and World War 2
- **English** – the origins of words and grammar links

Assessment

As an academy, we use Key Performance Indicators (KPIs) for each year group to give summative assessments of where each child is at the end of each academic year in Key Stage 2. Formative assessment is carried out by teachers regularly to inform teaching and pedagogy, but the KPI assessment acts as a milestone in the pupils' language acquisition.

The KPIs are a way of tracking and recognising an individual's language skills in every year group. It enables learners to describe what they can do in one or more of the six language skills – listening, speaking, reading and writing, grammar and cultural understanding.

The KPIs are designed to assess progress across all six skills – **Listening, Speaking, Reading, Writing, Grammar and Cultural Understanding**. Although assessment is organised by single skill, it is unlikely that learners will only progress in one skill area. We therefore use the KPIs to assess all six skills as part of an integrated learning experience.

Unlike many other assessment tools, the KPIs can reflect the reality of most people's learning, which is that they do not progress evenly across the skills. Reading may often be at a higher level than writing, for example.

Oracy skills – Listening and Speaking – are important for language learning in ways that are unique, and are likely to be especially important in the early stages of language learning. These skills will often develop in parallel and be mutually supportive. In fact in learning and real life contexts they are rarely separated. In conversation we do both simultaneously.

Literacy skills – Reading, Writing and Grammar – may sometimes depend on an existing level of oracy competence, and young learners may not reach the relatively high levels in writing that they do in oracy. Conversely, many adult learners may access a new language through their prior knowledge and existing literacy skills and reach high levels of reading ability relatively fast.

Cultural understanding – this is important for new language learners so that they gain an understanding of the differences between themselves and people from other countries or other backgrounds, especially differences in attitudes and values. This supports the children's wider Spiritual, Moral, Social and Cultural (SMSC) understanding throughout the curriculum.

The KPIs should not be seen as a lock-step method but as a flexible framework which allows learners to progress in ways that are appropriate to their needs and abilities.

There is a set of 'can do' statements for each skill in each year group. Although it will be used as a termly assessment to track progress over each year in KS2, the KPIs are designed to endorse the learner's achievement and to provide assessment when the learner is ready.

The 'can do' statements can support formative assessment and Assessment for Learning. The statements can be used for self, peer and teacher assessment for progression in the language.

It is anticipated that most pupils will, by the end of Key Stage 2, have achieved the KPIs for Year Six, providing that they have had sufficient language teaching and content throughout Key Stage Two over a four-year period.