

German (MFL)

At Green Ridge, we know that learning another language opens doors to many other aspects of learning for our pupils. It is intended that when children leave Green Ridge, 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.



Intent – what we aim to do



Teach basic conversational German skills so that they can participate in a generic conversation and ask and answer questions



Develop an understanding of the German alphabet and sounds (phonics) so that pupils can read the language.



Give opportunities to write words in German and form basic sentences which are grammatically accurate.



Develop an appreciation for stories, songs, poems and rhymes in the language.



To promote a love of languages by developing the pupils' interest and enjoyment.



Develop a cultural understanding of Germany and its native speaking countries, with comparison to our own



To prepare children for adult life and opportunities for travelling abroad.



Implementation – how do we achieve our aims?

The Key Stage 2 German scheme of work has been developed by Dr Rachel Hawkes and resources created by Dr Heike Krüsemann, Helen Gass and Dr Rowena Kasprovicz. The SOW implements key recommendations from the pedagogy review and the Ofsted languages research report, which highlight the three key knowledge strands: phonics, vocabulary and grammar. Children have a dedicated lesson once a week of 30-40 minutes.

Planning/ Sequencing



The scheme is divided into 4 sections, Rot, Gelb, Blau and Grün, one for each year group.

The three strands,

- phonics and grammar repeat in Y3 & 4 and then again in Y5 & 6
- vocabulary varies (so that lessons themselves are different)

Structure (4-year consecutive or 2-year rolling)

- the repetition of phonics and grammar content together with the variation in vocabulary makes it possible for the years Rot and Gelb (Y3 & 4) to be completed in either order, and the same for Blau and Grün (Y5 & 6).

Wider MFL

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, asking the children to greet visitors to the class in German; 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/morning work; Lining up – saying those that are wearing a particular colour can line up, etc; Label classroom objects/subjects in both languages; Reading familiar, translated stories to the children during the school day in German (e.g. The Hungry Caterpillar ('Die Kleine Raupe Nimmersatt'))



Implementation – (continued)

Structure of a lesson



Each lesson starts with a phonics focus, introducing or recapping a sound (eg ei) and then shown that sound in a particular word. This occasionally will match some of the vocabulary from within the lesson.

Then the focus of the lesson is introduced, and the key vocabulary is taught and repeated in different contexts, There are opportunities for the children to translate from English to German and German to English.

There are follow up activities to give children opportunities to apply their learning in writing, as well as whole class quizzes and games. Some lessons also have songs and slides about German culture.

Trips

There are hopes for a trip to our partner school, Grundschule Stahringen, in Germany for a few children and staff.

We also have regular contact with the partner school, including Christmas cards and video calls.

German in EYFS

German (and languages) are not explicitly taught in EYFS, but there are links to it taught as part of their "Being Imaginative" and "People, Cultures and Communities"



10 min – next steps/review



5 min – Hook



15 min – Teaching input inc vocabulary



10 min – Guided practice



15 min – Independent application



5 min – Review of learning



Assessment



At the end of each lesson, the children will do some form of activity, either written or verbal/on whiteboards, that teachers can use to check understanding.

At the end of the term, there is a formal assessment for the children to complete where it checks the understanding of the whole unit. There is a revision lesson the week before to check for, and address, gaps.

SMSC + British Values



In German, the children have opportunities to learn about the culture of people who come from countries who speak that language. This also aligns with the British Values of **tolerance** and **respect**.

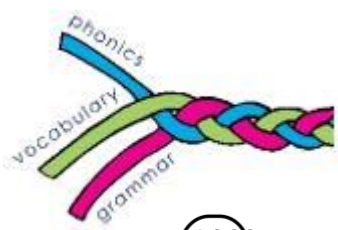
There may be times where the children learn that words from our language come from German.

When the time comes for the children to meet the children from our partner school, they will know to treat the children with respect and, as it's unlikely they'll be completely fluent in English, they will have to be patient with them when they are in conversation.

As they are sharing things about their lives, and the differences between ours and theirs, it will be an opportunity to show tolerance and an understanding that everyone is different, and celebrating these differences.



Implementation – (continued)



Enrichment and Clubs

There is a Spanish club currently running after school once a week, and there was also a German club offered for the children.

Retrieval Practice

Children should complete a starter at the beginning of the lesson to recap the previous week's learning. Teachers have also been asked to use their morning work time as an opportunity for retrieval too. Each lesson also includes consistent recap of the previous lessons' learning. They are continually revisiting what they already know.

Adaptive Teaching

As per our teaching and learning framework, adaptive teaching is used to ensure all learners can apply their knowledge, make progress and apply their knowledge to independent application. Adaptations in science might include :

- Pre-teaching
- Adapted resources
- Adapted expectation for recording
- Vocabulary prompts
- Breaking down knowledge further
- Providing further models/demonstrations



Impact – how will we know we achieved our aims?

Children can have a simple conversation in German and know what the other person has said.



Children recognise sounds in words and can use this to help them read new words with those sounds in unfamiliar words.



Children can write grammatically accurate sentences in German.



Children show enthusiasm for German stories, songs and poems.



Children love to learn a language and show lots of enthusiasm towards their learning.



Children can talk about what countries speak German, and compare life there to our own.



Children are excited at the prospect of one day being able to travel to German-speaking countries and use their skills.



Whole School German Overview 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Describing me and others		Talking about things and things to do		Talking about activities and events	
Year 4	Describing me and others		Talking about things and things to do		Talking about activities and events	
Year 5	Interacting		Exploring places, people, ideas		Experiences at home and away	
Year 6	Interacting		Exploring places, people, ideas		Experiences at home and away	