

Hujjat Primary School

Modern Foreign Languages Guidance

Rationale

The study of *Languages* prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly carried out in languages other than English. Pupils use languages to communicate information responsibly and creatively. They learn how to use languages to enable access to ideas and experiences from a wide range of people, communities and cultures. In addition, understanding a modern foreign language increases a child's understanding of their own language.

Aims – Early Year Foundation Stage (EYFS) and Key Stage 1 (KS1)

It is not statutory to teach a modern foreign language in EYFS and in Years 1 and 2 (KS1), however at Hujjat Primary School we aim to:

- Encourage children to listen and respond to games, Nasheeds, rhymes and familiar stories in Arabic
- Encourage children to create artwork, developing a simple understanding of Arabic letters
- Help pupils use gesture and visual prompts to begin understanding a different language, as these approaches encourage active learning and building confidence.
- Support pupils towards understanding different cultures and make simple comparisons to their own.

Aims – Key Stage 2 (KS2)

At Hujjat Primary School, we formally teach Arabic in Years 3, 4, 5 and 6. We have specialist teachers in languages who deliver lessons to all our pupils on a weekly basis. We aim to:

- Ensure every child has the opportunity throughout Key Stage 2 to study Arabic and develop their interest in different cultures
- Ensure pupils' learning is enriched by a broad and ambitious curriculum to which languages such as Arabic contribute
- Promote: listening, speaking, reading, writing and cultural understanding.
- Help teachers to develop their confidence and competence to join in lessons (for enjoyment and enrichment!)

Curriculum organisation and overview

In line with Framework guidelines, all pupils learn languages for approximately 30 minutes per week. This time allocation is made up of a combination of dedicated language lessons, lasting up to 30 minutes and using language for real purposes in classroom routines.

Arabic in EYFS and Years 1 and 2 (KS1)

	Term 1	Term 2	Term 3
EYFS Introduction to letters and sounds Create artwork, developing a simple understanding of letters	Listen and respond to simple greetings Identify a few Arabic letters and sounds. Listen and respond to basic sight vocabulary	Develop familiarity of many letters and sounds (with understanding that it is different to the mark makings of the English alphabet) Develop familiarity and respond to some, sight vocabulary Develop familiarity in simple rhymes and songs	
Year 1 and Year 2 Introduction to letters and sounds Create artwork, developing a simple understanding of letters	Listen and respond to simple greetings Develop understanding of many letters and sounds	Engage and participate in games, rhymes and songs	Begin understanding a different language and actively participate in identifying letters and sounds, and developing simple sight vocabulary.
Developing an understanding of different languages (English, Arabic and any other language children may listen to/ speak at home. Engage in simple games and songs. Become ready to formally learn a modern foreign language in Year 3			

Arabic in Years 3 and 4 (Lower Key Stage 2)

	Term 1	Term 2	Term 3
Year 3 Developing Speaking and Listening Skills	Introducing yourself Following simple instructions Sharing feelings Days of the week Family Numbers up to 10	Learning numbers 11-20 Talking about: our favourite playground games Farming animals – ‘farmer’s in his den’ Recognising masculine and feminine nouns	Naming parts of the body e.g. hands, feet, head, shoulders. Naming the colours of the rainbow and where we can see them Describing a person, using general body parts and colours, e.g. <i>Ali has blue eyes and a beautiful smile.</i>
Year 4 Developing Speaking and Listening Skills	Saying hello and goodbye Introducing ourselves Developing sight vocabulary for everyday things, e.g. <i>table, chair, pencil etc.</i> Counting up to 10	Transportation to school Where in the world Arabic is spoken Talking about the weather Talking about travel	Talking about: Dates Pocket money and how much things cost Likes and dislikes Sports Routines

Developing an understanding of culture and art, and knowing the geographical locations Arabic speaking countries and the neighbouring countries on a map

Arabic in Years 5 and 6 (Upper KS2)

	Term 1	Term 2	Term 3
Years 5 Building Speaking and Listening Skills	Learning: Greetings in Arabic Arabic numbers 1-10 Talking about: Our family Our pets Building upon common sight words Understanding some traditional tales (PSHE/ values lessons) Arabic Calligraphy (part 1)	Researching: Arabic Lunar Cycle and its associated customs i.e. <i>sighting of the new moon</i> Learning Arabic numbers 11-99 Recognising dates in Arabic	Finding out about traditional Arabic food and drink Knowing the colours Arabic Calligraphy (part 2)
Year 6 Building Speaking and Listening Skills	Finding out about traditional clothes Learning about money Countries with Arabic influence – map work skills Talking about our nationality Talking about our related customs	Developing speaking and listening skills through games and role play Researching about: Early Islamic Civilisation, including a study of Baghdad, and important inventions during this time-period	Talking about: Sports Likes and dislikes Hobbies Researching: Lunar Festivals Studying about Islamic architecture and creating Islamic art
Developing an understanding of culture, art and inventions, and the impact in our world today.			

Approaches to language teaching - *Use of IT (computing)*

We believe that pupils learn more effectively if they are enjoying what they are doing. Computing is used across the school to motivate pupils and to support teachers with model pronunciation.

- Use active learning to engage motivation
- Use games and Nasheed to maximise enjoyment
- Embed languages in class routines and school life

Inclusion – SEN, G&T, Ethnicity, Gender

All pupils, regardless of race or gender, shall have the opportunity to develop Languages capability. We promote equal opportunities and fair distribution of Languages resources. Children with other languages at home are encouraged to use them for educational benefit and parents are offered advice about what is appropriate.

Resources and accommodation

A variety of resources are available in school. These include children's reference books, teachers' resources, books, interactive whiteboard games and online resources. Resources are allocated to particular year groups to ensure progression and these are kept in the classrooms.

Monitoring and Review

Monitoring is carried out by staff members and with support from the Leadership Team and Trust, in the following ways:

- Informal discussions with staff and pupils (pupil and staff voice)
- Lesson visits and learning environments
- Looking at language displays and evidence of pupil learning
- Formative and summative teacher assessments, including speaking and listening checks.
- Speaking and Listening checks in Key Stage 2