

Abbey Catholic Primary School



MFL

Polski - Polish

Modern Foreign Languages – Progression of Skills

How we teach Polish

'Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high quality language education should foster pupils' curiosity and deepen their understanding of the world.' (The National Curriculum)

At The Abbey Catholic Primary School - pupils are taught Polish by a native Polish speaker who has expert knowledge.

Polish is now the most commonly spoken non-native language in England and Wales. According to census data released by the Office for National Statistics more than half a million people now speak Polish as their first language. The decision to choose Polish as our modern foreign language is unique to our context and reflects the changing nature of the United Kingdom.

We want to motivate our pupils to take an active part in lessons and use their new skills proudly and confidently. The Polish curriculum is presented in an exciting and creative way and ensure that pupils:

Understand and respond to spoken language (pupils are given lots of opportunity in lessons to verbally practice their Polish),

Write at various lengths in Polish for different audiences,

Discover and develop an appreciation of range of writing in Polish.

Duo-lingo membership allows pupils to undertake additional self study.

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Progression of learning MFL across KS2

	Year 3	Year 4	Year 5	Year 6
Grammar	Grammar complexities are taught, when required, through conversation, reading and writing. The difference in the written alphabet is acknowledged and is complex, so is taught at an appropriate level across KS2. Patterns of the language are explored through all lessons in order to build sentences both orally and written.			
Listening and understanding	<p>Students can listen to speech which is very slow and carefully articulated (repeated at least five times), with long pauses for the pupils to assimilate meaning.</p> <p>Call and response method is used to demonstrate understanding.</p> <p>Students can understand a few familiar words and phrases.</p> <p>Children are introduced to familiar songs / stories / rhymes in Polish.</p>	<p>Students listen to speech which is slow and carefully articulated (repeated at least five times), with long pauses for the pupils to assimilate meaning.</p> <p>Call and response method is used to demonstrate understanding.</p> <p>Students can understand a few familiar words and phrases (e.g. descriptions, instructions).</p> <p>Children are introduced to familiar songs / stories / rhymes in Polish.</p>	<p>Students can follow speech which is slow and carefully articulated (repeated at least three times), with pauses for the pupils to assimilate meaning.</p> <p>Students can understand basic phrases focused on action.</p> <p>Call and response method is used to demonstrate understanding and for pronunciation and intonation purposes.</p> <p>Children are introduced to familiar songs / stories / rhymes in Polish, which they will learn and be able to perform.</p>	<p>Students can understand a larger vocabulary in familiar situations.</p> <p>Students can understand the main points in short, clear simple messages.</p> <p>Children are introduced to familiar songs / stories / rhymes in Polish, which they will learn and perform.</p>
Speaking	Children have the opportunity to work individually, in pairs and in whole class situations.	Children have the opportunity to work individually, in pairs and in whole class situations.	Students can name actions, talk about abilities (What is he/she doing? She/he is ...ing What are you doing?)	Students are able to have a short conversation and dialogues. (for example a trip to the local Polish shop)

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	<p>Students can introduce themselves to a partner or the whole class and respond to introductions (simple conversations), use polite words, name some parts of the body, count from 1-10 and share some information and facts about Poland.</p> <p>Choral responses are developed as new vocabulary is introduced.</p> <p>Correct pronunciation and intonation is introduced.</p>	<p>Students can ask and answer simple questions (What is this? It's a..., Please can I have? Children are beginning to be able to hold a conversation using familiar vocabulary.</p> <p>Students can sing some songs/rhymes.</p> <p>Choral responses are developed as new vocabulary is introduced.</p> <p>Correct pronunciation and intonation is a developing focus.</p>	<p>They are able to offer opinions regarding the actions that are being described.</p> <p>Choral responses are used to introduce new vocabulary.</p> <p>Correct pronunciation and intonation is a focus.</p>	<p>Further vocabulary related to items of clothing are introduced, with children being able to explain what people are wearing.</p> <p>Correct pronunciation and intonation is an expectation.</p>
Writing	<p>Students can copy/write single words eg. names of the family members.</p> <p>Dual language dictionaries and APPs are used to support the independent writing.</p> <p>Scaffolds are used to aid their writing.</p>	<p>Students can write single words, short phrases and with support simple sentences.</p> <p>Dual language dictionaries and APPs are used to support the independent writing.</p> <p>Scaffolds are available to aid their writing.</p>	<p>Students can write single words, short phrases and simple sentences.</p> <p>Using the appropriate sentence structure children will develop their own sentences.</p> <p>Dual language dictionaries and APPs are used to support the independent writing.</p> <p>If required, scaffolds are used to aid their writing.</p>	<p>Students can independently write short, simple texts (e.g. dialogues)</p> <p>Using the appropriate sentence structure children will develop their own sentences.</p> <p>Dual language dictionaries and APPs are used to support the independent writing.</p> <p>If required, scaffolds are used to aid their writing.</p>

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<p>Reading</p>	<p>Students can recognise and read out letters of the Polish alphabet including those with diacritics (ą, ę eg. proszę, dziękuję). Students can recognise and read those words.</p> <p>Every lesson there are opportunities to read dialogue in order to put it into conversation.</p> <p>Dual language stories are shared.</p>	<p>Students can recognise and read out familiar words and phrases (e.g. labels and instructions).</p> <p>Every lesson there are opportunities to read dialogue in order to put it into conversation.</p> <p>Dual language stories are shared.</p>	<p>Students can understand and read out familiar names, words, and simple sentences. E.g. He is drinking, she is reading, he is writing etc.</p> <p>Every lesson there are opportunities to read dialogue in order to put it into conversation.</p> <p>Dual language stories are shared.</p>	<p>Students can independently understand and read out short, simple texts (e.g. dialogues)</p> <p>Every lesson there are opportunities to read dialogue in order to put it into conversation.</p> <p>Dual language stories are shared.</p>
<p>Assessment</p>	<p>Formative assessment is used throughout all areas. As some families in school are native polish speakers there are lots of informal opportunities for children to practise their oral rehearsal.</p>	<p>Formative assessment is used throughout all areas. As some families in school are native polish speakers there are lots of informal opportunities for children to practise their oral rehearsal.</p>	<p>Formative assessment is used throughout all areas. As some families in school are native polish speakers there are lots of informal opportunities for children to practise their oral rehearsal.</p>	<p>Formative assessment is used throughout all areas. As some families in school are native polish speakers there are lots of informal opportunities for children to practise their oral rehearsal.</p>
<p>Children with Polish Heritage</p>	<p>Challenges appropriate to their ability are implemented for those children of Polish heritage. There is a wide range of abilities within this group. For example, some families speak polish at home - so these children may have their understanding extended by writing a paragraph using the vocabulary relevant to the lesson, whereas others (who do not regularly speak polish) may be challenged to find different vocabulary to put into a sentence.</p>			

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Our Strengths

- A unique MFL
- Language Centre established in school with a rich display of Polish Language, iPads with duolingo apps, dual language books, Oxford Essential Polish Dictionaries, visual Polish - English dictionaries with audio app and the new sign on the door.
- Creating community links within the school and wider community.
- Involving parents
- Celebrating Catholic, Polish traditions such as Fat Thursday
- Enthusiasm from pupils (Our Polish speakers feel that their language is being valued and proud that their non-Polish speaking peers are learning their language and our non - Polish speaking children are proud to speak Polish and have the opportunity to rehearse and use in real life situations)
- Our SEN children in each year band (Y3 - Y6) show engagement and enjoyment.
- Abbey Twitter with #MFL with video and photos from Polish Lessons documenting a broad range of the MFL curriculum.
- Progression of learning.

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Key Stage 2 National Curriculum Expectations :-

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.*