**Languages – Signalong**

**Intent -** Signalong offers a carefully planned sequence of study embedded throughout the curriculum, ensuring progressive coverage of the skills required by the national curriculum in languages and English are followed. Our chosen school themes foster student’s curiosity and help deepen their understanding of the world. A linear curriculum has been chosen to allow opportunity for children to gradually build on their skills. Our schemes of work/accreditation enable students to express their ideas and thoughts in Signalong and provides opportunities to interact and communicate with others both in speech and where possible in writing.

During the Foundation Stage and KS1, students are immediately exposed to Signalong through stories, songs, rhymes, games and when using early vocabulary. These immersive methods give students the opportunities to explore the language and it embeds a love of the visual communication language. This first access to languages (Signalong) enables students to develop their language acquisition (receptive and expressive) skills from entry at Park Lane Special School. In KS2, children acquire basic skills and understanding of the principles of Signalong with a strong emphasis placed on developing their Speaking and Listening skills. These will be embedded and further developed in KS3, alongside Reading and Writing, gradually progressing onto more complex/abstract language/Signalong concepts and greater learner autonomy.

Through our Individuality schemes of work, we intend to inspire pupils to develop a love of communication & languages and to expand their horizons to other countries, cultures, and people. We aim to help students grow into curious, confident, and reflective language learners and to provide them with a foundation that will equip them for gaining accreditation in Signalong at KS3 and above.

**Implementation –** Schemes of work are sequenced so that prior learning is considered and opportunities for revision of language are built in. Our lessons and resources help children to build on prior knowledge alongside the introduction of new skills. A series of lessons are suggested, providing structure and context as well as offering an insight into the culture of Sign Language communities. The introduction and revision of key vocabulary is built into each lesson. This vocabulary is then included in display materials and additional resources so that students have opportunities to repeat and revise their learning. Signalong curriculum has been designed by our qualified Signalong tutors, and continual training is provided to upskill and refresh Signalong knowledge, so that teachers feel confident and supported when delivering sessions. All our lesson packs contain adult guidance, accurate language, subject knowledge, and accompanying visual materials.

**Impact –** Using the full range of resources, including display materials, will increase the profile of Signalong across school. The learning environment will be consistent with key vocabulary displayed, spoken, and used by all learners. Whole-school and parental engagement will improve with language-specific home learning tasks and opportunities suggested in lessons and overviews for wider learning. We want to ensure that Signalong is embraced by teachers and students across school, therefore encouraging them to embark on accreditation. Impact can also be measured through key questioning skills built into lessons, baseline assessments, student-led assessment, personal learning goal summaries and summative assessments aimed at targeting next steps in learning.

**Languages – National Curriculum KS2**

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.

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|  | **Autumn****Celebrations** | **Spring****Global warriors** | **Summer****Living things** | **Autumn****Superstars** | **Spring****How things work** | **Summer****Our World** |
| **EYFS** | Parties |  Junk / school garden  | Ourselves  | What makes me super? | Vehicles  | Our school  |
| **Granelli - KS1** | Local/family celebrations | Plastic fantastic  | Animals  | People who help us | My body  | Local community  |
| **Hovis - LKS2** | National celebrations  | Clothing  | Plants  | Hero’s around us  | Lifestyles  | England  |
| **Mulberry - UKS2** | International celebrations  | Metal  | Habitats  | Amazing human body  | Money  | Great Britain  |
| **KS3** | Religious festivals  | Recycling  | Lifecycles  | People who influence our lives  | Technology  | Europe  |

**KS2 Languages National Curriculum – Hovis & Mulberry Class**

1. Children listen attentively to spoken language and show understanding by joining in and responding.

 Children can:

1. repeat modelled words (signs)
2. listen and show understanding of single words (signs) through physical response
3. repeat modelled short phrases (signs)
4. listen and show understanding of short phrases (signs) through physical response
5. Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.

Children can:

1. recognise a familiar question and respond with a simple rehearsed response (sign)
2. ask and answer a simple and familiar question with a response
3. express simple opinions such as likes, dislikes and preferences
4. ask and answer at least two simple and familiar questions with a response. (signs)
5. Children speak in sentences, using familiar vocabulary, phrases, and basic language structures.

Children can:

1. Name (sign) objects and actions and may link words (signs) with a simple connective
2. use familiar vocabulary to say (signs) a short sentence using a language scaffold
3. speak (sign) about everyday activities and interests
4. refer to recent experiences or future plans.
5. Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.

Children can:

1. identify individual sounds in words and pronounce accurately when modelled
2. start to recognise the sound of some letter strings in familiar words and pronounce when modelled
3. adapt intonation to ask questions or give instructions
4. show awareness of accents, elisions, and silent letters; begin to pronounce words accordingly
5. Children present ideas and information orally to a range of audiences.

Children can:

1. name nouns and present a simple rehearsed statement to a partner
2. present simple rehearsed statements about themselves, objects, and people to a partner
3. present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.
4. Children describe people, places, things, and actions orally.

Children can:

1. say simple familiar words to describe people, places, things, and actions using a model
2. say a simple phrase that may contain an adjective to describe people, places, things, and actions using a language scaffold
3. say one or two short sentences that may contain an adjective to describe people, places, things, and actions.
4. Children read carefully and show understanding of words, phrases, and simple writing.

Children can:

1. read and show understanding of familiar single words
2. read and show understanding of simple phrases and sentences containing familiar words.
3. Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.

Children can

1. use strategies for memorisation of vocabulary
2. make links with English or known language to work out the meaning of new words
3. use context to predict the meaning of new words; d begin to use a bilingual dictionary to find the meaning of individual words in French and English.
4. Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.

Children can:

1. identify individual sounds in words and pronounce accurately when modelled
2. start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled
3. adapt intonation to ask questions
4. show awareness of accents, elisions, and silent letters; begin to pronounce words accordingly.
5. Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

Children can:

1. listen and identify specific words in songs and rhymes and demonstrate understanding
2. listen and identify specific phrases in songs and rhymes and demonstrate understanding
3. Children appreciate stories, songs, poems, and rhymes in the language.

Children can:

1. join in with actions to accompany familiar songs, stories, and rhymes
2. join in with words of a song or storytelling.
3. Children 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.

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| **Hovis** **LKS2** | 1ab11a | 2ab  | 3ab10a | 5a | 6a | 7a8a |
| **Mulberry****UKS2** | 1cd11b | 2cd | 3cd10b | 5bc | 6bc | 7b8bc |

**KS2 Languages National Curriculum – Arighi & Bollin KS3 Classes**

1. Children listen attentively to spoken language and show understanding by joining in and responding.

Children can

1. listen and show understanding of simple sentences containing familiar words through physical response
2. listen and understand the main points from short, spoken material in the target language
3. listen and understand the main points and some detail from short, spoken material
4. Children speak in sentences, using familiar vocabulary, phrases, and basic language structures.

Children can:

1. say a longer sentence using familiar language
2. use familiar vocabulary to say several longer sentences using a language scaffold
3. refer to everyday activities and interests, recent experiences, and future plans
4. vary language and produce extended responses.
5. Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.

Children can:

1. pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;
2. appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words
3. start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison, and silent letter rules
4. adapt intonation, for example to mark questions and exclamations.
5. Children present ideas and information orally to a range of audiences.

Children can:

1. manipulate familiar language to present ideas and information in simple sentences
2. present a range of ideas and information, using prompts, to a partner or a small group of people
3. present a range of ideas and information, without prompts, to a partner or a group of people.
4. Children describe people, places, things, and actions orally.

Children can:

1. say several simple sentences containing adjectives to describe people, places, things, and actions using a language scaffold
2. manipulate familiar language to describe people, places, things, and actions, using a dictionary
3. use a wider range of descriptive language in their descriptions of people, places, things, and actions.
4. Children read carefully and show understanding of words, phrases, and simple writing.

Children can:

1. read and show understanding of simple sentences containing familiar and some unfamiliar language
2. read and understand the main points from short, written material
3. read and understand the main points and some detail from short, written material.
4. Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.

Children can:

1. use a range of strategies to determine the meaning of new words
2. use a bilingual dictionary to identify the word class
3. use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English.
4. Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

Children can:

1. listen and identify rhyming words and specific sounds in songs and rhymes
2. follow the text of familiar songs and rhymes, identifying the meaning of words
3. read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.
4. Children appreciate stories, songs, poems, and rhymes in the language.

Children can

1. follow the text of a familiar song or story
2. follow the text of a familiar song or story and sing or read aloud
3. understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.
4. Children 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.

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| **KS3**  | 1a2a6a | 1b2b6b  | 1c2c6c | 2d9a | 4a9b | 4b9c |

3rd YR – 4c. 5a. 5bc.