



Modern foreign languages

Curriculum Intent, Implementation and Impact Statement



Intent

Our aim for MFL at King David School is to provide a high-quality Hebrew language (Ivrit) education that will foster pupils' curiosity about languages and deepen their understanding of Israel, its culture and language. The teaching aspires to enable pupils to understand and respond to basic everyday communication including the acquisition of basic reading, writing and some grammar skills by the time they reach Year 6. This may provide a foundation for learning further languages, equipping pupils with transferable language skills.

Our curriculum is inspired by the Ivrit B'click Pajes' curriculum and is guided and evaluated by a Key Skills curriculum, written to match the educational needs of our pupils. A further catch-up curriculum has been formulated to fill in the gaps caused by Covid and the pandemic.

By the time our pupils leave King David School, they will be able to hold a basic dialogue using a variety of words learned from different topics that are taught through the curriculum. Most pupils will have the tools to decodify words using knowledge of letters and vowels and will be able to write sentences..

The learning of Ivrit as a Modern Foreign Language promotes and supports the Jewish ethos of our school in several ways. While Hebrew reading and understanding help make tefillah (prayers) and Jewish terminologies accessible to pupils, cultural knowledge of Israel enables pupils to engage, understand and appreciate diversity.

Key Stage 1 Key Skills Expectations	Key Stage 2 Key Skills Expectations
<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none">• Understand and repeat simple greetings (hello,goodbye,good morning,good night) with reasonable pronunciation• Understand simple class commandments by showing physical response (listen,look,repeat,sit down,stand up)• Respond independently with single words to simple greeting• Read words using a mixture of the sounds they know• Write recognizable letters and vowels• Select written words to match the right items	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none">• Respond to a clear model of standard language• Make some links between spellings, sounds and meaning of words• Ask and answer simple questions and say what they like and dislike• Use short sentence to express personal responses• Read and understand familiar written words or phrases• Read short sentences independently• Write some single words and move onto writing sentences from memory, with plausible spelling• Change the meaning of sentences by substituting words• Take part in simple structured conversation of at least 3 exchanges, supported by visual cues• I can use a bilingual dictionary

Implementation

At King David School Ivrit lessons focus on enabling children to gain a basic ability to read, write, speak, listen and understand the language. Pupils are given opportunities to practise these skills through creative and interactive lessons that provide pupils with language building blocks that help them progress through the years of language study at our school. Activities during lessons include games, working in pairs, applying new vocabulary to previous knowledge to construct new sentences and the use of ICT. Children have the opportunity to hear Hebrew speaking natives in conversation using language and vocabulary they know or are learning. Pupils with additional needs are supported by teaching assistants who help them build language confidence and knowledge in smaller groups, using adaptable resources that were created for that purpose. The language is taught in context, linking Ivrit with a cultural understanding of Israel and its people, for example, Year 5 hosts a yearly Israel fair sharing knowledge of language and culture with the whole school and with parents. Key skills are mapped across each year group to ensure systematic progression. Pupils in Key Stage 2 are offered the opportunity to learn Israeli dancing and to participate in the Israeli Dance Festival in London.

Please see curriculum development document on delivery of topics.

Impact

While our yearly pupils' survey informs us of pupils' views and attitudes towards learning Ivrit, ongoing assessment shows progression on pupils' knowledge and understanding of the language. It allows us to notice gaps and the areas for development.. Impact of the curriculum is measured through triangulation of outcomes which includes monitoring through pupils interviews, formative and summative assessments, recording of pupils achievements against the Key Skills, book scrutiny, lesson learning walks, formal lessons observations and practical activities within the class using the Hebrew language. Parents are given tools to support their child's developing ability to read Hebrew. The impact is evidenced through regular and often detailed information noted down on an almost weekly basis about pupil's individual progress on Hebrew reading. A 'catch up' curriculum was written to help pupils bridge the gap caused by Covid 19. Ongoing triangulation of outcomes shows that most classes have at least considerably narrowed the gap or bridged the gap altogether.