

## Vision Statement

*'The Hebrew Language will go from the synagogue to the house study, and from the house of study to the school, and from the school it will come into the home and .... become a living language . ' Eliezer Ben-Yehuda*

In King David Primary we have vision for our pupils to be able to connect with other people through language and cultural diversity in harmony. Our MFL curriculum aims to make the language of Hebrew part of their everyday school experience. MFL prepares pupils to participate in the rapidly changing world in which we live.

In KS2 pupils learn the modern spoken Hebrew language which connects them to their Jewish Heritage. The MFL curriculum introduces children to the different linguistic rules and the importance of being able to communicate and take an interest in other cultures. The language allows for progression as pupils move through the years in KS2, preparing them for continued learning in KS3. The curriculum is also enriched by events and festival celebrations that take place during the academic year.

The rise of international affairs and collaboration means that pupils need to be equipped with language skills in the workplace. Such skills will enable them to access the future, to learn new languages or to improve their competence in an existing language.

MFL promotes initiative, confidence and independent learning and encourages diversity within society.

## Intent

### Aims

- Understand and respond to spoken and written language from a variety of authentic sources,
- Finding ways to communicate information about themselves and their family,
- Use present tense grammatical structures to create sentences,
- Be able to use greetings for festivals and birthdays,
- Know that festivals we celebrate in school are celebrated in Israel the same way,
- Have an understanding of the different foods in Israel,

### Objectives

- Pupils to obtain a bank of sight words in Hebrew that they can understand,
- Be able to introduce themselves in Hebrew,
- Be able to introduce family members,
- Be able to form spoken and written sentences in Hebrew,
- Be able to respond to spoken and written conversations,
- Be able to access technology to increase their learning and enjoyment.

## Implementation

### Organisation

MFL teaching is one session a week in all KS2 classes throughout the academic year.

Planning in MFL is in three phases: long term planning, medium term and short term. Long term and medium term planning can be found on our shared school platform and short term plans are shared weekly by the subject leader to our Head of Jewish Studies.

## **Curriculum**

The MFL Curriculum follows an online resource Ivrit be'click which is designed for the teaching of Hebrew language in the Diaspora. This resource was developed jointly by the Jewish Curriculum Partnership (JCP) of the UK and the Center for Education Technology (CET) of Israel. The Ivrit be'click resource is supplemented with authentic materials that connect pupils to current and everyday life and culture in Israel.

## **EYFS**

In EYFS there is an introduction to the Hebrew language through prayers, songs, Jewish events and festivities. Pupils during Jewish Study sessions in Reception begin to learn Hebrew letter to sounds association from Aleph to Taf.

## **KS1**

In KS1 MFL is connected through their Jewish Study sessions, learning the consonants and vowels of the Hebrew language. Pupils begin to decode words in segments.

It is essential that pupils acquire reading and writing skills in KS1 in order to access the MFL Curriculum in KS2.

## **KS2**

In KS2 the MFL language of Hebrew is allocated one learning session for each year group and class.

Pupils during KS2 are introduced to the language of Hebrew as a spoken language in the country of Israel.

End of lower KS2 pupils will have a bank of vocabulary to introduce themselves in Hebrew and answer questions about themselves.

End of upper KS2 pupils begin to respond to spoken language and create short conversations between two people in written and recorded format.

## **Inclusion and Adaptive Teaching**

Various strategies are adopted in lessons:

- To enable access to learn the Hebrew language a reading support ruler or word transliteration is available for all lessons.
- When available, Teacher support in small groups to ensure pupil participation.
- Access to technology to ensure exposure to tools for enjoyment and interaction with the language.
- Hebrew reading support in grouped sessions as part of the Jewish studies curriculum.
- Learning journeys

## **Spiritual, Moral, Social and Cultural Development**

Jewish Study lessons connects directly to the language of Hebrew as it teaches the reading of prayers and parts of the Torah which is written in Talmudic Hebrew.

Develops interest in the diversity and traditions of other people around the world.

Jewish Festivals, prayers and songs in Hebrew connects the culture of the Israeli people in everyday life.

Geography – pupils learn about the map of Israel and its habitat.

Language and punctuation skills.

Pupils learn about the cultural differences and similarities to other pupils and people in the land of Israel and how the language connects to other people around the world.

Whole school events, Israel's birthday is a full day celebrated throughout the whole school.

Visits from Israelis in school when available and possible, examples are; veteran soldiers from Israel, Israeli dancing and in the future a session for upper key stage 2 of a live play in Hebrew with pre-supported language.

Shinshinot – young people from Israel take a gap year after school, before entering the Israeli army to share information about the culture in Israel. This provides pupils with the current culture of the country

and the opportunity to meet young Israelis on a frequent basis hear about authentic information and Hebrew accent.

Spelling Bee competition to improve pupils' vocabulary and knowledge of word formation and letter names. The spelling bee words connect directly with the Ivrit be'click curriculum programme. This promotes sight reading of familiar language and a large of bank of vocabulary.

## Impact

### Progression and Continuity

Progression of the Hebrew language in KS2 builds from words to short sentences with no verb, moving forward with sentence format in present tense. In upper KS2 pupils begin to manipulate the language and translate short paragraphs.

Continuity of vocabulary, decoding and sentence format is essential in each year of learning connecting previous vocabulary and language skills in order to create a solid platform for continued learning in KS3 and future learning and communication.

### Progress and Achievement

At the end of Year 2 before beginning MFL units of learning, it is expected that pupils have a basic understanding of how to decode unseen Hebrew words, know the letters of the Hebrew alphabet, be able to form Hebrew letters in block and some script, understand that Hebrew is written from right to left and have been exposed to songs and greetings in Hebrew.

By the end of Year 6 pupils will:-

- Know a variety of Hebrew vocabulary from the units of learning in the Ivrit be'click programme,
- Be able to say something about themselves in Hebrew,
- Be able to introduce family members and say something about them,
- Be equipped with learning skills in present tense grammar in order to form sentences,
- Be able to read and translate short paragraphs in Hebrew with familiar vocabulary,
- Be able to answer questions about themselves,
- Be able to transcribe block writing into script,
- Know that Israel is a Jewish country and that the languages of Hebrew, English and Arabic are widely spoken and road signs are in these language,
- Be able to record information about themselves in Hebrew, progressing to describing items in Hebrew.
- Know some songs in Hebrew.

### Assessment and Recording

Lesson starter assessments when applicable and end of units of Ivrit be'click curriculum programme assessments prepared by Subject leader.

### Monitoring

Lesson starter assessments during units of learning.

Assessment at the end of units of learning according to the Ivrit be'click programme.

During weekly Jewish Study meetings Hebrew reading and writing to be discussed.

Year 6 verbal assessment in Term 3; questions with MFL teacher, Shinshinot and Head of Jewish Studies.

## Role of the Subject Leader

### Roles & Responsibilities of MFL Teacher/Subject leader

- Create curriculum with authentic resources,
- Compose policy and action plans,
- Frequent meetings with Head of Jewish Studies,
- Collaboration between MFL subject and Jewish Studies to increase impact of reading, writing and language understanding,
- Continuity of vocabulary to increase sight reading,
- Create assessments for ivrit be'click content units,
- Tracking of pupils' assessments.

## Resources

Ivrit be'click online resources.

UJIA – boxes monthly with resources to enrich the culture of Israel.

Laminated reading rulers to assist with decoding.

Resources created on joint online subscriptions with Jewish Studies – Bookwidgets, Wordwall and Padlet.

Resources also available on Quizizz and Kahoot – links attached to short term planning.

Relevant jitap online application resources are available with easy access to classroom and independent learning activities.

## Health and Safety

When travelling for an annual spelling bee competition, plans are completed ..... Need help to complete this.

**Policy Author:** Mrs Zegze

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