

Intent

At Hillesley Primary School KS2 pupils learn Spanish. We use the **Language Angels** scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

The intent is that all content will be continuously updated and reviewed annually, creating a dynamic programme of study that will be clearly outlined in both long-term and short-term planning. This will ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase and, in so doing, will always be relevant and in line with meeting or exceeding national DfE requirements.

The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary grammar will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas. In addition, the children will be taught how to look up and research language they are unsure of and they will have a bank of reference materials to help them with their spoken and written tasks going forward. This bank of reference materials will develop into a reference library to help pupils recall and build on previous knowledge throughout their primary school language learning journey.

The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

Implementation

Children in Key Stage 2 will have access to a high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned, weekly lessons in Key Stage 2 taught by class teachers.

Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.

The planning of different levels of challenge and which units to teach at each stage of the academic year will be addressed dynamically and will be reviewed in detail annually as units are updated and added to the scheme. Lessons offering appropriate levels of challenge and stretch will be taught at all times to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for the language they are learning.

Children will be taught how to listen and read longer pieces of text gradually in the foreign language and they will have ample opportunities to speak, listen to, read and write the language being taught with and without scaffolds, frames and varying levels of support.

Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: listening, speaking, reading and writing. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge. Grammar rules and patterns will be taught by level of challenge:

- Starting with nouns and articles and 1st person singular of high frequency verbs in early units of work.
- The use of the possessive, the concept of adjectives, use of the **negative form**, conjunctions/connectives and introduce the concept of whole regular verb conjugation in Intermediate units.
- Opinions and the concept of whole high frequency irregular verb conjugation

Grammar is integrated and taught discreetly throughout all appropriate units. Our Progression Map shows precisely how pupil foreign language learning across the key skills of speaking, listening, reading, writing and grammar progresses.

We also try to provide extra enrichment activities such as:

- Foreign language celebration events
- Cookery sessions of traditional foods from the country of the language being studied.
- School celebrations of national feast days from the country of the language being studied when appropriate to facilitate a whole school approach to foreign language learning along with improved cultural awareness.

Impact

Our MFL curriculum ensures that all pupils develop key language learning skills set out by the National Curriculum, as well as a love of languages and learning about other cultures. The class teacher will monitor the learning and progression made by pupils across the key stage. Spanish is assessed using the Language Angels' progression document, which is differentiated by year group. The class teacher will add initials of those children who are expected, emerging or exceeding in the unit assessments and use this information both to inform planning and also to provide an assessment level for the child at the end of the academic year.

Pupils will be aware of their own learning goals and progression as each unit offers a pupil friendly knowledge organiser and self/peer assessment grids so that all pupils can review their own learning at the start and at the end of each unit. Progress and achievement are reported to parents during parents' evenings and in an end of year written report.

If pupils are not progressing in line with expectations, this will be identified in the end of unit skills assessment. This will enable teachers to put in place an early intervention programme to address any areas that require attention in any of the language learning skills.