



## LANGUAGES CURRICULUM POLICY

Forest Fields Primary and Nursery School

### National Curriculum

*"A high-quality language education should foster pupils' curiosity and deepen their understanding of the world."* National Curriculum, 2014, Appendix A.

Learning a foreign language is part of the Primary National Curriculum and is a requirement for all children within key stage 2 (KS2). At Forest Fields Primary and Nursery School we believe that the skills and knowledge gained through learning a language contribute to the development of children's oracy and literacy. We also maintain that early acquisition of a foreign language is vital to foster lifelong language learning. Therefore, we have adopted an ambitious whole-school approach to teaching Spanish to KS1 and KS2 pupils, which goes beyond national expectations.

### Intent

At Forest Fields, we believe that all pupils should develop key language skills as well as a love of languages. We strive to stimulate and encourage children's curiosity about language and develop their awareness of cultural differences in other countries. The learning of a language is a crucial part of our curriculum, and our aim is to provide all of our children with a high-quality education in Spanish, our chosen modern foreign language.

Through our curriculum, we will strive for our children to...

- understand and respond to spoken and written Spanish from a variety of authentic sources at the level set out by the National Curriculum and beyond
- communicate by asking and answering questions spontaneously with fluency and increasing confidence
- understand and apply the Spanish phonics and speak with correct pronunciation and intonation
- master writing at varying lengths using the different grammatical structures
- understand the value of studying other languages for their cultural capital as well as for their future
- develop a love of learning languages and other cultures

## Aims

We will help the children develop and demonstrate substantial progress in the 5 key language skills necessary for learning Spanish

- Speaking
- Listening
- Reading
- Writing
- Grammar

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills – preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between the foreign language they are learning and English. We will also help strengthen their sense of identity by learning about other countries' cultures and comparing them with theirs.

## Implementation

Our MFL curriculum progressively develops language skills through regularly taught weekly lessons. This allows the children to acquire a new language and then use and apply it in a range of different scenarios and topics. We use the Language Angels scheme of work to support our MFL curriculum as it is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

The National Curriculum for languages aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of authentic writing in the language studied.

By the end of key stage 2, pupils should be able to:

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

2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. 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.

At Forest Fields, these skills are achieved through a variety of different teaching strategies:

- Explicit, direct teaching with subject-specific pedagogy supported by LanguageAngels PowerPoints and activities.
- Songs and Rhymes – The children are exposed to songs and rhymes already in Foundation and carry on learning with the help of singing all the way up to Year 6.
- Role-Play – The children are given real-life situations to practice their speaking skills.
- Practising reading and writing with quality resources from LanguageAngels
- Games – Using games in all areas of the curriculum to develop vocabulary through fun and engaging games.

### Organisation

Spanish is taught in a whole-class setting by the class teacher or the language specialist and is therefore not reliant on one key member of staff. Teachers plan their lessons using the Language Angels scheme of work and can supplement this with their ideas and experience and those of their colleagues.

The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through a variety of tasks, grouping or support from an adult.

Each class has a timetabled lesson of at least 45 minutes per week all through the school year. Spanish can also be revisited in short sessions throughout the week to consolidate knowledge and ensure the new language is retained. Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).

Below is an example outline of the units we will cover throughout KS2:

| Year 1               | Year 2                     | Year 3                    | Year 4                         | Year 5              | Year 6         |
|----------------------|----------------------------|---------------------------|--------------------------------|---------------------|----------------|
| Saludos              | In the Jungle (new module) | Los Colores y los Numeros | Puedo...                       | Que fecha es hoy?   | En el Colegio  |
| Aprondo Espanol      | Minibestias                | Animales                  | Me presento...                 | Desayuno en el café | Habitats       |
| Canciones Infantiles | Transporte                 | Intrumentos               | Que fecha es hoy               | La familia          | Mi Ropa        |
| Canciones Infantiles | Bajo del Mar               | Formas                    | Tienes Mascota?                | Que tiempo hace?    | La Comida Sana |
| Las estaciones       | Los Meses                  | Frutas                    | Las Verduras                   | Las Olimpiadas      | Yo en el mundo |
| Las frutas           | Los Dias de la semana      | Ancient History           | Ricitos de Oro y los Tres Oros | Mi Casa             | Verbos         |

### Evidence of Teaching & Learning and Transition at End of Key Stage

Appropriate worksheets completed by the children are kept in their books which can be passed through the years and become a portfolio of their learning. Teachers can also upload scans of pupils' written work along with audio and video recordings of pupils speaking and presenting in Spanish to a centralised secure file store on their Tracking & Progression Tool.

All of this information along with the pupil's individual Learning & Progression Timeline and skills progress reports can be forwarded to their secondary school at the time of transition.

## Assessment of Pupil Learning & Progression

Two forms of assessment to be completed at the end of every Language Angels unit:

1. Peer and self-assessment 'I can do...' grids. A quick and easy way for all pupils in the class to record which units they have completed and the progress they are making.
2. More detailed skills-based assessments using bespoke skills assessment worksheets. This form of assessment enables us to determine the learning and progression of all pupils in the key language learning skills as well as monitor their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2.

## Monitoring and evaluation

The Subject Leader monitors the effectiveness of the language teaching provided throughout the school via regular auditing processes. The end of the module assessments are to be recorded into LanguageAngels Data Tool and used to complete Classroom Monitor data. This is supervised half-termly by the Subject Leader. Training opportunities are provided to the teachers through observations of the language specialist, yearly staff meeting sessions and other CPD opportunities. The Subject Leader is also responsible for termly book scrutiny and pupil conferences to monitor attainment and engagement.

Languages are also to be celebrated through class assemblies and whole-school activities. Alongside explicit phonics and language skills teaching, cross-curricular topics are used in Spanish to knit together various areas of the curriculum. Examples of these are seen in the whole school topic plan, e.g. Ancient Britain in Year 3 and Greeks in Year 5.

All data, ranging from evidence of classroom teaching to individual pupil skills reports, is securely stored on a password-protected database. This can be accessed by class teachers, the Subject Leader and SLT so all key stakeholders can evaluate delivery, performance and progress. This data is presented to parents at parent-teacher meetings and will also be used to complete end-of-the-year reports.

## Safeguarding statement

We believe that quality language teaching can have a lasting impact on our children's futures. It is vital that all children, whatever their ability, are given the opportunity to benefit from a broad and balanced language education that sets them suitable learning challenges and responds to each child's needs.