**INTENT**

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| **Purpose of Study** |
| As the UK is becoming an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages. We teach Spanish from years 3 to 6 and this began in September 2020.  Learning a foreign language provides an opening to other cultures for children. We aim to foster pupils’ curiosity and deepen their understanding of the world. Teaching will enable pupils to express their ideas and thoughts in Spanish and to understand and respond to its speakers, both in speech and in writing. We will provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Learning Spanish will provide the foundation for learning further languages, equipping our pupils to study and work in other countries. |
| **Intent from Subject** |
| Roby Park intends to 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. |
| **Aims from National Curriculum** |
| 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 writing in the language studied. |

**IMPLEMENTATION**

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| **Teaching & Learning** |
| All classes will have access to a very 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 KS2 which will be 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.  All teachers will know where every child is at any point in their foreign language learning journey.  The planning of different levels of challenge (as demonstrated in the various Language Angels Teaching Type categories) 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(s) they are learning.  Language Angels are categorised by ‘Teaching Type’ to make it easier for teachers to choose units that will offer the appropriate level of challenge and stretch for the classes they are teaching.  Early Language units are entry level units and are most appropriate for KS1 and Year 3 pupils or pupils with little or no previous foreign language learning. Intermediate units increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to pupils. Intermediate units are suitable for Year 4-5 pupils or pupils with embedded basic knowledge of the foreign language. Progressive and Creative Curriculum units are the most challenging units and are suitable for Year 6 pupils or pupils with a good understanding of the basics of the language they are learning. Grouping units into these Teaching Type categories ensures that the language taught is appropriate to the level of the class and introduced when the children are ready. 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.  Early Language Units (entry level) and Core Vocabulary lessons are designed to run for approximately 30 minutes. Intermediate, Progressive and Creative Curriculum units are designed to run for approximately 45 minutes.  Units, where possible and appropriate, will be linked to class topics and cross curricular themes. 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. Teachers are provided with a Progression Map and Grammar Grid to ensure all children are progressing their foreign language learning skills and are taught the appropriate grammar at the right time in their foreign language learning journey. Grammar rules and patterns will be taught by level of challenge:   * We start with nouns and articles and 1st person singular of high frequency verbs in Early Learning units. * We move on to 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. * We end with opinions and introduce the concept of whole high frequency irregular verb conjugation in Progressive units.   Grammar is integrated and taught discreetly throughout all appropriate units. Teachers can also use the specific Grammar Explained units to ensure pupils are exposed to all of the appropriate grammar so they are able to create their own accurate and personalised responses to complex authentic foreign language questions by the end of the primary phase.  The Progression Map shows precisely how pupil foreign language learning across the key skills of speaking, listening, reading, writing and grammar progresses within each Language Angels ‘Teaching Type’ and also how the level of learning and progression of each pupil is increased as pupils move across each subsequently more challenging Language Angels ‘Teaching Type’. It is a visual demonstration of the progression that takes place WITHIN a ‘Teaching Type’ and also ACROSS each ‘Teaching Type’.  The school has a unit planner in place which will serve as an overall ‘teaching map’ outlining for all teachers within the school what each class in each year group will be taught and when it will be taught. Each class in each year group will have an overview of units to be taught during the academic year to ensure substantial progress and learning is achieved. Each teaching unit is divided into 6 fully planned lessons.   * Each unit and lesson will have clearly defined objectives and aims. * Each lesson will incorporate interactive whiteboard materials to include ample speaking and listening tasks within a lesson. * Lessons will incorporate challenge sections and desk-based activities that will be offered will three levels of stretch and differentiation. These may be sent home as homework if not completed in class. * Reading and writing activities will be offered in all units. Some extended reading and writing activities are provided so that native speakers can also be catered for. * Every unit will include a grammar concept which will increase in complexity as pupils move from Early Language units, through Intermediate units and into Progressive units. * Extending writing activities are provided to ensure that pupils are recalling previously learnt language and, by reusing it, will be able to recall it and use it with greater ease and accuracy. These tasks will help to link units together and show that pupils are retaining and recalling the language taught with increased fluency and ease.   Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress though the lessons in a unit they will build their knowledge and develop the complexity of the language they use. We think of the progression within the 6 lessons in a unit as ‘language Lego’. We provide blocks of language knowledge and, over the course of a 6-week unit, encourage pupils to build more complex and sophisticated language structures with their blocks of language knowledge.  Pupil learning and progression will be assessed at the end of each unit and in line with school policy. Teachers will assess each language skill (speaking, listening, reading and writing) half termly to be able to provide reference points against which learning and progression in each skill can be demonstrated.  In addition to following the lessons provided in the Language Angels scheme of work and resources, teachers are encouraged to also do some of the following:   * Foreign language celebration assemblies. * Cookery sessions of traditional foods from the country of the language being studied. * Fashion shows demonstrating typical / traditional clothing from the country of the language being studied. * Weather forecasts based on maps 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.   **Organisation and Curriculum Coverage**  Spanish is taught in a whole-class setting by the class teacher 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 own 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 variation of task, grouping or support from an adult.  Each class has a timetabled lesson of at least thirty minutes per week  Spanish can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained.  Spanish lessons include:   * PowerPoints and interactive whiteboard materials * Interactive games (which pupils can access from home to consolidate their learning) * Songs & raps * Differentiated desk-based consolidation activities * Worksheets (at three different levels of challenge) are provided throughout each teaching unit and can be used in class or can be sent home to be completed as a homework exercise   Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).  Below is an outline of the units we will cover throughout KS2:   |  |  |  |  | | --- | --- | --- | --- | | **Year 3** | **Year 4** | **Year 5** | **Year 6** | | Phonetic Lesson 1  I am Learning Spanish | Phonetic Lesson 2  Presenting Myself | Phonetic Lesson 3  Do You Have a Pet? | Phonetic Lesson 4  At School | | Seasons | Family | What Is the Date? | Regular Verbs | | Musical Instruments | Goldilocks | The Weather | The Weekend | | Fruit/Veg | Habitats | The Romans | World War II | | Ice Creams | The Classroom | The Olympics | The Vikings | | Little Red Riding Hood | My Home | Clothes | Me in the World |   **Resources**  The Language Angels scheme is a fully online resource enabling all teachers in all classes to have instant and continuous access to all the resources they need to teach whichever lesson they choose.  **Displays**  Every class is expected to have a Spanish working wall with key vocabulary in their classroom. Examples of learning will be displayed as well as end of unit outcomes.  Whole school Spanish displays will be produced in communal areas around the school, led by the Spanish subject lead.  **Knowledge Organisers and Quizzes**  At the beginning of every unit of work, the front cover will be a knowledge organiser to introduce the key concepts, knowledge and vocabulary. At the end of the unit, children will complete a quiz as part of their assessment to assess the ‘sticky knowledge’ taught which children can recall.  **Home Learning**  Spanish home learning opportunities will be set via the pupil area on the online platform - Primary Angels. This home learning is optional. Children can engage in games linked to the unit of work they have been studying.  **Presentation**  Handwriting and presentation is a whole school priority and the highest standards are expected across the curriculum. Presentation reminders will be glued in the front of all books and children will be reminded in all lessons of handwriting and presentation expectations. Staff will model the expectations throughout the curriculum.  **Planning**  All planning should be readily available in planning folders. Spanish Primary Language Angel plans should be dated, printed and annotated, planning specifically for pupils in the class. Annotations should include evaluations of lessons to inform assessment.  Primary Language Angel unit slides should be used alongside their teaching videos, games and resources to ensure high quality delivery.  Plans should be available from the beginning of the week, should anyone need to take your class. |
| **Cross Curricular Links** |
| Units, where possible and appropriate, will be linked to class topics and cross curricular themes. 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.** |
| **Inclusion** |
| At Roby Park, we teach a modern foreign language to all KS2 children. A modern foreign language forms part of the school’s commitment to providing a broad and balanced education to all children.  Through our modern foreign language teaching, we provide learning opportunities that enable all children to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. |
| **Equal Opportunities** |
| At Roby Park, we are committed to promoting equal opportunities irrespective of socioeconomic background, gender, disability and ethnicity in all areas of the curriculum. We believe all children should have access to and participation in the learning of languages and to be supported in this process. |
| **British Values** |
| People, their relationships and their interactions with others are an intrinsic part of what we teach in MFL, and the cultural immersion of learning a language cannot be avoided. In MFL, pupils are encouraged to consider this in the study of Spanish. We give our pupils an opportunity to both consider the needs and experiences of people of other cultures, and reflect upon their own response to this via certain topics taught throughout Key Stage 2, including:   * The Romans * Vikings   Overall, in MFL we feel that the very nature of our subject enables students to become more aware of key British values and the British identity vs Spanish and teachers promote these values throughout the year by modelling respect and tolerance as well as via discussing key issues / traditions and customs across year groups. |
| **Enrichment Opportunities** |
| At Roby Park, we believe that children learn best when they are engaged, inspired and motivated to learn. We offer a wide range of experiences and challenges that enrich our core curriculum. This allows our pupils to learn outside the classroom and develop the skills for the world beyond the primary education. Below are some examples of how we achieve this through:   * Theme weeks – STEAM week, World Religion Week, Growing Up Week * WOW days at the entry and exit points of topics – art gallery exhibitions, workshops, dress up, food tasting * Celebration afternoons to celebrate and exhibit our learning with the wider community * Invite visitor’s in – local artists, historians * Educational visits, workshops and residential trips – art galleries and museums * Fundraising and awareness days – Harvest/food banks, Macmillan Coffee Mornings, Yellow Day, Sports Relief, Comic Relief, CiN, Cycle4Sepsis, Christmas Jumper Day * Enterprise week – Y5/6 Fiver Challenge * ‘Keep safe’ curriculum – Bikeability, Friendship Week, Road Safety, Bonfire Night safety, Internet Safety, Gang Awareness, Say No to Knives workshops * Wider opportunities – Languages Day, Musical Instruments, Extra-curricular club offer * Sporting events – inter and intra competitions with the collaborative schools and KSSP * Collaborative events with local schools * Festivals, celebrations and performances – Musical concerts, Peace Proms, Pantomimes, Christmas productions, Easter celebrations, class assemblies   In addition to following the lessons provided in the Language Angels scheme of work and resources, we will be raising the profile of Modern Foreign Language across the school. Some of these will include:   * Foreign language celebration assemblies. * Extra-curricular Spanish club. * Celebrations of national festivals from Spain, a whole day of immersion into Spanish culture. |
| **Community Links** |
| As a school, we will ensure that languages are celebrated throughout the school community whilst providing a context for language learning and develop the children’s understanding of different cultures. As part of our engagement with the local community we will be doing the following:   * Sharing Language Angel logins to access Spanish games at home. * Invite families to our Celebrations of national festivals from Spain to take part in activities with their children. * Providing Spanish workshops and Come & See sessions for parents. * Sharing Spanish related teaching posts on social media. |
| **Wellbeing** |
| At Roby Park, we are committed to supporting the positive mental health and wellbeing of our whole school community (children, staff, parents and carers). We recognise that mental health and emotional wellbeing is just as important to our lives as our physical health.  At Roby Park, we endeavour to ensure that children are able to manage times of change and stress. We ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support. The promotion of positive wellbeing is woven throughout our curriculum. |

**IMPACT**

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| **Impact** |
| As well as each subsequent lesson within a unit being progressive, the teaching type organisation of Language Angels units also directs, drives and guarantees progressive learning and challenge. Units increase in level of challenge, stretch and linguistic and grammatical complexity as pupils move from Early Learning units through Intermediate units and into the most challenging Progressive units. Units in each subsequent level of the teaching type categories require more knowledge and application of skills than the previous teaching type. Activities contain progressively more text (both in English and the foreign language being studied) and lessons will have more content as the children become more confident and ambitious with the foreign language they are learning.  Early Learning units will start at basic noun and article level and will teach pupils how to formulate short phrases. By the time pupils reach Progressive units they will be exposed to much longer text and will be encouraged to formulate their own, more personalised responses based on a much wider bank of vocabulary, linguistic structures and grammatical knowledge. They will be able to create longer pieces of spoken and written language and are encouraged to use a variety of conjunctions, adverbs, adjectives, opinions and justifications.  Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate.  Teachers will have a clear overview of what they are working towards and if they are meeting these criteria. They will use the long-term planning documents provided in the form of Language Angels unit planners to ensure the correct units are being taught to the correct classes at each stage of the scholastic year. Short-term planning is also provided in the form of unit overviews (covering the learning targets for each 6-week unit) and individual lesson plans laying out the learning aims and intentions of each individual lesson within a unit. These planning documents ensure that teachers know what to teach and how to teach it in each lesson, across whole units and across each scholastic term.  Pupils will be aware of their own learning goals and progression as each unit offers a pupil friendly overview so that all pupils can review their own learning at the start and at the end of each unit. They will know and will be able to articulate if they have or have not met their learning objectives and can keep their unit learning intention sheets and unit core vocabulary sheets as a record of what they have learnt from unit to unit and from year to year.  The opportunity to assess pupil learning and progression in the key language skills (speaking, listening, reading and writing) and against the 12 DfE Languages Programme of Study for Key Stage 2 attainment targets is provided at the end of each 6-week teaching unit. This information will be recorded and will be monitored by the Foreign Language Subject Leader who can use this data to ensure teaching is targeted and appropriate for each pupil, class and year group as well as to feedback on progress to SLT and stakeholders. Teachers will be able to record, analyse and access this data easily using the Tracking and Progression Tool that will monitor school, class and individual progress in the foreign language. Pupils will also be offered self-assessment grids to ensure they are also aware of their own progress which they can keep as a record of their progress.  Children are expected to make good or better than good progress in their foreign language learning and their individual progress is tracked and reported to pupils and parents / carers in line with school recommendations.  If pupils are not progressing in line with expectations, this will be identified in the End of Unit Skills Assessments provided in the Language Angels Tracking & Progression Tool. 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. |
| **Assessment** |
| Two forms of assessment are available at the end of every Language Angels unit:   * 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 monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2. |
| **Monitoring and Evaluation** |
| Assessment will be monitored by the Foreign Language Subject Leader, who can use this data to ensure teaching is targeted and appropriate for each pupil, class and year group as well as to feedback on progress to SLT and stakeholders.  If pupils are not progressing in line with expectations, this will be identified in the End of Unit Skills Assessments provided in the Language Angels Tracking & Progression Tool. 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.  Subject leads play an active role in the school self-evaluation cycle and throughout the year they will participate in:   * Ensure there is clear progression throughout the school * Creation of termly data reports * Reporting to SLT & Governors * Pupil voice * Work samples * Learning exploration blinks * Developing cultural capital opportunities and events * Identify any training needs and offer extra support and guidance to staff when it is appropriate * Ensure that there are suitable resources to help with the teaching and learning of their subject |
| **Review Date** |
| **Policy Agreed:** September 2024  **Policy Review:** September 2026 |