

"Learning with our head, heart and hands so that we can experience life in all its fullness"

Modern Foreign Languages
Intent, Implementation and Impact



We believe that children should understand that "Language is the road map of a culture. It tells you where the people have come from and where they are going"
Rita Mae Brown

Intent

At Matching Green CE Primary School we use a scheme of work and resources to ensure that we offer a relevant, broad, vibrant and ambitious forging languages curriculum that will inspire and excite our children using a wide variety of topics and themes. All children will be expected to achieve their full potential by encouraging high expectation and excellent standards in their foreign language learning – the ultimate aim being that children 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 children 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 children to use and apply their learning in a variety of contexts, laying down solid foundation for future language learning. In addition, 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 children recall and build on previous knowledge through their primary school language learning journey.

The intent is that all children will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer children 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 difference. The intention is that they will be working towards becoming life-long language learners.

Implementation

The language scheme that we use will provide children with the opportunity to progressively develop their skill in Spanish through regularly taught and well planned weekly lessons, which will be taught by the 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 block of language into more complex, fluent and authentic language.

The planning of different levels of challenge will be addressed dynamically and will depend on the competency levels of the children in individual year groups and their previous participation

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with the Spanish languages. Lessons offering appropriate levels of challenge and stretch will be taught at all times to ensure children learn effectively, continuously building their knowledge of an enthusiasm for the language they are learning. Units 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 class.

Early language units are most appropriate for KS1 and Year 3 children, or children with no previous foreign language learning. Intermediate units increase the level of challenge and increase the amount and complexity of the foreign language presented to the children. The progressive and creative curriculum units are the most challenging and are more suitable for children in year 6 or those with a good understanding of the basics of the language they are learning.

Children will be taught how to listen and read longer pieces of text gradually in the Spanish 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. There are also core vocabulary lessons. Lessons will vary between 30 minutes and 45 minutes in length.

Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge. Teachers have access to a progression map and grammar grid to ensure that all children are progressing their Spanish skills and are taught the appropriate grammar. Grammar rules and patterns will be taught by level of challenge in the following order:

Early Learning Units	Nouns, articles, 1 st person singular of high frequency verbs
Intermediate Units	Possessive, concept of adjectives, negative form, conjunctions/connectives, whole regular verb conjugation
Progressive Units	Opinions, whole high frequency irregular verb conjugation

Grammar is integrated and taught discreetly throughout all appropriate units alongside a speaking, listening, reading and writing activity. As the children progress within the language extending writing activities are provided to ensure that children 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 children they are retaining and recalling the language taught with increased fluency and ease.

Our Progression of Skills document shows the skills that are taught within each year group and how these skills develop to ensure that objectives are securely met by the end of each key stage.

There are meaningful opportunities for cross-curricular learning, in particular with the whole school mini topics that occur towards the end of terms. Most recently the school took part in 'around the world' where classes learnt about the cultures and countries of Spain, Mexico, Brazil and France. In addition children will also have the opportunity to join in with cookery sessions, fashion shows, weather forecasts and school celebrations of feast days. These whole school events also promote improved cultural awareness.

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Strong subject knowledge is vital, staff must feel confident in their delivery of the topics. The scheme that we are using provides staff with the opportunity to learn ahead of the children and to develop their own knowledge and understanding of the Spanish language.

Impact

Children will be aware of their own learning goals and progression as each unit offers a child friendly overview so that all pupils can review their own learning at the start and at the end of each unit.

The opportunity to assess children's 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 child, 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.

The children of Matching Green CE Primary School will:

- understand and respond to spoken and written language
- 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
- write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- be able to communicate with each other in Spanish
- become aware that a language has a structure, and that the structure differs from one language to another
- enrich their language learning by developing an understanding of the Spanish culture
- learn how language skills can be applied to a range of languages
- transfer to KS3 effectively and successfully and will be well prepared to continue and develop their language skills.