



## Modern Foreign Languages Guidance – January 2025

(Review: January 2028)

### Intent

Parklands uses the Language Angels scheme of work and resources to ensure we offer a relevant, broad, 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 KS2. 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.

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

All Key Stage 2 pupils are entitled to foreign language learning in school time. Parklands recognises the value of this initiative and provides age-appropriate learning opportunities for all children in Years 3 – 6. The focus language taught in our school is Spanish.

Language Angels units are progressive within themselves, as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through 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 unit, encourage pupils to build more complex and sophisticated language structures with their blocks of language knowledge.

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.

Pupil learning and progression will be assessed termly in line with school policy. The subject teacher will aim to assess each language skill (speaking, listening, reading and writing) throughout each scholastic year, to be able to provide reference points against which learning and progression in each skill can be demonstrated.

### *Speaking and listening*

The children will learn to:

- listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English;
- understand and respond with increasing competence, accuracy and confidence in a range of situations;
- join in songs, rhymes, raps and stories, which enable them to practise the sounds of the language in an enjoyable and non-threatening way;
- take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings;
- prepare and give a talk on a familiar subject confidently and with regard to the audience.

### *Reading and writing*

The children will learn to:

- remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;
- read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;
- read, copy and write independently familiar words and simple phrases in context e.g. classroom items, display labels, weather chart, date;
- write sentences and short texts independently and from memory.

### *Intercultural understanding*

The children will learn to:

- describe the life of children in the countries where the language is spoken;
- identify similarities and differences in everyday life, social conventions, traditional stories and celebrations;
- recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others;
- recognise and mistrust stereotypes, and understand and respect cultural diversity.

There are three main contexts in which language teaching and learning take place:

#### *1 Languages lessons*

Children are taught specific skills, concepts and vocabulary in a weekly dedicated lesson from our subject specialist teacher.

## 2 *Languages embedded into other lessons*

Where appropriate, the teacher gives children opportunities to practise their foreign language in the context of lessons in other subject areas. For instance, some instructions may be given in another language; or children may count in another language while carrying out a numeracy activity. This acts to reinforce the vocabulary and structures they have learned.

## 3 *'Incidental' language*

Teachers are encouraged to use the foreign language to give simple classroom instructions and to take the register. Children are encouraged to respond using the language they have learned, and sometimes teachers and pupils develop new language skills together, teachers acting as role models in the learning process. This integrated approach is a strong model for teaching and learning, giving children opportunities to use and develop their language for communicating in stress-free real-life contexts.

In addition to following the lessons provided in the Language Angels scheme of work and resources, the subject lead and subject teacher are encouraged to also do some of the following:

- Partake in foreign language celebration assemblies;
- Lead sessions of traditional foods from the country of the language being studied;
- Look at weather forecasts based on maps from the country of the language being studied;
- Organise 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

Through this, our children at Parklands will:

- foster an interest in language learning, (children will be introduced to other languages in a way that is enjoyable and accessible to all pupils);
- be stimulated, encouraged and curious about language and be creative in experimenting with it;
- develop listening skills, by supporting their oracy and literacy;
- be aware of cultural similarities and differences;
- have the foundations for future language study;

## *Monitoring progress and assessing attainment*

Opportunities to monitor the children's progress in Spanish are built into our programmes of study. Most assessment is formative and is used to support teaching and learning and inform future planning. Assessments are based on observation of children working on different oral activities and (where appropriate) written product. For reporting purposes, pupil's attainments in listening, speaking, reading and writing are given levels based on the New Curriculum and recorded on O-track.

## Inclusion and SEND

Spanish teaching at Parklands is fully inclusive. No child is excluded by reason of a learning difficulty, or because they have English as an additional language. Experience has indeed shown that such children can derive particular benefit from taking part in language learning activities in which they may be less disadvantaged than in other areas of the curriculum.

Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. Work is differentiated as appropriate to the needs of individual children. Pairs and groups for collaborative work may be made up in different ways, depending on the task.

## Staff development

Teachers and other staff are given opportunities and encouragement to develop their own language and language teaching skills by joining the children in the lessons delivered by the Spanish teacher and through a variety of CPD. The subject leader identifies school needs and circulates professional development opportunities where possible.

*Reviewed date – January 2025*

*Reviewed by – Samantha Sunderland, Spanish Lead*

*To be reviewed – January 2028*