



St Michael's CE Primary School, Sandhurst

Subject Vision Document: Subject

Vision (Intent)

At St Michael's we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the foreign language (Spanish, in our case) and English. Learning another language raises awareness of our multi-lingual and multi-cultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and that of others. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

Curriculum (Implementation)

At St Michael's we ensure a high-quality implementation of the MFL curriculum by employing the Language Angels scheme. As a result, all classes have access to a very high-quality Spanish curriculum using the Language Angels scheme of work and resources, which are linked to the twelve attainment targets set out in the DfE Languages Programme of Study for KS2. The scheme progressively develops pupil skills in Spanish, through regularly taught and well-planned weekly lessons in Key Stages 1 and 2, which will be taught by non-specialist class teachers.

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

Curriculum Structure

Language Angels lessons are categorised by 'Teaching Type', to make it easier for teachers to choose units that offer the appropriate level of challenge 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 elements being taught, with and without scaffolds, frames and varying levels of support.

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Community



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Early Language Units 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 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.

Lesson Delivery (Pedagogy)

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.
- 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.

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- 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: 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 6-week unit, encourage pupils to build more complex and sophisticated language structures with their blocks of language knowledge.

Assessment

Pupil learning and progression is assessed at regular intervals. Teachers will aim to assess each language skill (speaking, listening, reading and writing) twice throughout each school year to be able to provide reference points against which learning and progression in each skill can be demonstrated.

Outcomes (Impact)

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 by the Language Angels scheme 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.

Curriculum Enhancement

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:

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- 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.
- Celebrations of national feast days from the country of the language being studied.

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