



Every Child Matters

Languages Curriculum Statement

Amended

October 2019	September 2023	
June 2021		
September 2022		

Every Child Matters within a loving and caring Christian environment

As a RRS (Rights Respecting School – UNICEF) this upholds the following articles from the UNCRC (United Nations Convention on the Rights of the Child):

Article 29: Every child has the right to be the best they can.

Why we believe language teaching is important

“ Knowledge of languages is the doorway to wisdom. ”
Roger Bacon

In today's ever more multicultural society and with international travel on the cards for many throughout their careers, language learning is becoming more vital now than ever. The skills learnt are transferrable between languages; learning one new language makes it far easier to learn another, and even helps cement our grammatical understanding of our own first languages. Learning a foreign language provides children the opportunity to appreciate the etymology of words they use every day, broadening their understanding of global connectivity and the influence of increased geographical mobility. The way in which MFL teaches and supports oracy develops their general speaking and listening skills, confidence and self-esteem. It fosters an atmosphere in which mistakes are recognised – encouraged, – and used to progress their learning. Our aim is to develop the confidence and competence of each child in Spanish and for them to be passionate and curious about their own foreign language learning abilities, encouraging them to continue their language learning throughout their education and possibly into future careers.

“It has never been more important for young people to learn a foreign language than now. An outward looking global nation needs a new generation of young people comfortable with the language and culture of our overseas trading partners.” Rt Hon Nick Gibb MP, Minister for School Standards

Learning a foreign language is part of the primary National Curriculum and is a requirement for all children within Key Stage 2 (KS2).

Intent: We aim for our pupils to:

Our aim is to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious, and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

We will help them 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 - properly 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 through learning about culture in other countries and comparing it with their own. As a foundation for their future language education, our pupils will foster a positive attitude towards languages and understand its importance to them and the opportunities that learning and language can bring.

Our whole school approach to language teaching and learning 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 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.

Implementation: How do we do this?

Spanish is taught in a whole-class setting by the class teacher or language specialist. 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 and challenge is included in all lessons where needed for learners showing a greater proficiency in their language learning.

Each class has a timetabled lesson of at least thirty minutes per week.

Spanish lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games (which pupils can access from home to consolidate their learning)
- Songs & raps
- Scaffolded desk-based consolidation activities
- A variety of strategies for recording learning

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).

Displays of the topics being taught in Spanish will be displayed around individual classrooms or will feature on a general school board.

Impact

- Pupils are making the best possible outcomes and progress against the NLS objectives for their year group.
- Pupils show a positive attitude towards learning a new language
- Pupils show resilience – mistakes are ok and a necessary part of progression in language learning
- Pupils are able to make links between the new language they are learning in school and their own first and other languages.
- Languages teacher is proactive in planning engaging, relevant teaching and learning opportunities which allow the children to achieve the NLS objectives.

Other relevant documents:

- National Curriculum
- National Languages Strategy
- Teaching, Learning and curriculum policy
- Planning and resourcing documents- see G drive/One Drive