

PRIMARY FOREIGN LANGUAGE INTENT, IMPLEMENTATION & IMPACT POLICY

Intent

Sutton on the Forest Primary School 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 into Key stage 3 and beyond.

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. Discrete **phonics** teaching will also be used to support pronunciation, spelling and understanding.

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.

Our intent for our language curriculum at Sutton on the Forest school links to our core school values: Perseverance, Compassion, Friendship and Respect. Through learning a foreign language and learning about different cultures, children's respect for individual differences and different cultures will increase and their sense of compassion of others will increase through greater understanding. In addition, they will develop perseverance through their study as they engage with understanding and mastering a different language.

Implementation

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 Key Stage 2 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.

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 they are learning.

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.

Phonics teaching will also be incorporated into teaching to support children's development of accurate pronunciation and spelling of the language.

All teachers will know where every child is at any point in their foreign language learning journey.

As we work with mixed aged classes at Sutton on the Forest school, we have developed a unit planning overview which ensures that units taught ensure substantial progress and learning is achieved by all children throughout KS2, taking into account the mixed age structure of our school.

Each teaching unit consist of six lessons:

- Each unit and lesson has clearly defined objectives and aims.
- Each lesson incorporates interactive whiteboard materials to include ample **speaking** and **listening** tasks within a lesson.
- Lessons incorporate **challenge sections** and desk-based activities that can be used by teachers allowing for different levels of scaffolding to support children of differing ages and abilities.
- **Reading** and **writing** activities are offered in all units. Some extended reading and writing activities are provided so that native speakers can also be catered for, if applicable.
- Every unit includes a **grammar concept** which will increase in complexity as pupils move through KS2.
- 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.
- Phonics teaching units are incorporated into our long term plan to ensure that all children receive specific phonics instruction to support their language development.

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 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 is assessed at regular intervals. Teachers assess each language skill (**speaking, listening, reading and writing**) at the end of each unit of work

Enrichment

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.

Inclusive Language teaching

Our language curriculum and its implementation is designed to be inclusive for all pupils. Pupils are encouraged to develop self esteem and a sense of belonging through the creation of a learning environment in which mistakes are accepted as part of the learning process. Children's executive function is supported through the chunking of learning into small sections, use of visuals and the opportunity to practise and overlearn. All children learn together and teachers get to know their pupils well, allowing them to adapt learning outcomes to meet the strengths of each learner and to plan to overcome any barriers to learning that may exist for pupils with SEND.

The Language Angels scheme used at Sutton on the Forest includes many elements to support inclusive language teaching. These include a wide variety of activities which can be selected and tailored by teachers to meet the needs of their class and allow for lessons to be 'chunked' into small, manageable and engaging sections. Rhyme can be very effective to support children in learning languages and this is integral to the Language Angels scheme which includes rhymes and songs for each unit. Visual learning is supported through word mats, flashcards and visually clear and interesting resources. The Language Angels scheme selected provides a multi-sensory approach to language learning.

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. 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.

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.

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. Teachers will be able to record, analyse and access this data easily using the tracking tool in the school data system (Insight). 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.