



Waterloo Primary School

Modern Foreign Languages Policy

Intent

Waterloo 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 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 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. 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. This bank of reference materials will develop into a reference library to help pupils recall and build on previous knowledge throughout their primary school language learning journey.

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.

Aims

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.

Teaching and Learning Overview

Key Stage 1:

Children will have exposure to the Spanish language through single words and songs. We aim for children to have some knowledge of days of the week, colours and simple greetings before beginning formal lessons in Year 3.

Key Stage 2:

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:

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Present ideas and information orally to a range of audiences.
- Read carefully and show understanding of words, phrases and simple writing.

- Appreciate stories, songs, poems and rhymes in the language.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Describe people, places, things and actions orally and in writing.
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter 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.




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

Curriculum

Spanish is taught in a whole-class setting by the class teacher or language specialist from Chesterfield High School and is therefore not reliant on one key member of staff.

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.

As the scheme is new to 2023 pupils will initially follow a 2-year plan which will consist of the following topics for 2023/24.

	Year 3	Year 4	Year 5	Year 6
Autumn Term				
Half Term 1	Phonetics 1 (XT) & 	Phonetics 1-2 (XT) & 	Phonetics 1-3 (XT) & 	Phonetics 1-3 (XT) & 
Half Term 2	I Am Learning Fr/Sp/It (EL) 	Seasons (EL)   	My Family (IN)  	The Date (IN)  
	Animals (EL) 	Vegetables (EL)   	The Date (IN)  	Do You Have a Pet? (IN)  
Spring Term				
Half Term 1	Instruments (EL) 	Presenting Myself (IN) 	What is the Weather? (IN)  	Clothes (IN)   
Half Term 2	I Am Able ...(Fr)   I Know How To...(It/Sp) (EL)	My Family (IN)  	Do You Have a Pet? (IN)   	At School (PR)  
Summer Term				
Half Term 1	Fruits (EL) or Vegetables (EL)   	In the Classroom (IN)  	My Home (IN)   	At the Weekend (PR)   
Half Term 2	Ice-Creams (EL)   	At the Tea Room (Fr)   At the Café (Sp)  At the Restaurant (It) (IN)	Romans (IN)    or Habitats (IN)	Vikings (PR)   

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.

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

Spanish can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained. It is also embedded throughout the school and used in daily classroom life, for example taking the register, giving classroom commands and praise.

Adaptive Teaching:

At Waterloo Primary School, we ensure that we maximise learning opportunities for all by using adaptive teaching. At Waterloo Primary School, we ensure that we maximise learning opportunities for all. Adaptive teaching means lessons and tasks are appropriate for all pupils and they can access and be successful in their learning. All children receive high quality teaching and reasonable adjustments are made to resources and approaches.

In Spanish teaching, this may take the form of:

- Breaking down content into smaller chunks/steps
- Scaffolding and modelling, using a 'thinking out loud' technique
- Pre-teaching and pre-reading about a subject
- Varying levels of support
- Removing unnecessary expositions (unnecessary language)
- Use of concrete resources
- Alternative methods of recording
- Adapted physical resources (keyboards, pencil grips, scissors, larger spaces to record...)
- Reframing questions
- Intervening appropriately
- Flexible groupings
- Make connections to previous learning and supporting children to remember more through various strategies through quizzes, mind maps
- Adapting thinking time to process information
- Use of visuals such as task planners, pictures and diagrams
- Extending tasks with more choice, freedom to select resources and open ended challenges

Seeking to understand pupils' differences, including their differing prior knowledge and experience and potential barriers to learning, is an essential part of teaching. Adapting teaching in a responsive way is likely to increase pupil success.

Where, despite adaptive teaching approaches, a pupil is working significantly below age related expectations, they may require a more bespoke and personalised curriculum in order to achieve success.

Resources

The Language Angels scheme is a fully online resource enabling all teachers in all classes to have instant and continuous access to all the resources they need to teach whichever lesson they choose.

Evidence of Teaching & Learning and Transition at End of Key Stage

Where appropriate worksheets completed by the children may be kept in their books which can be passed through the years and become a portfolio of their learning. Teachers can also upload scans of pupil written work along with audio and video recordings of pupils speaking and presenting in Spanish to a centralised secure file store on their Tracking & Progression Tool.

Reviewed February 2024

All of this information along with the pupil's individual Learning & Progression Timeline and skills progress reports can be forwarded to their secondary school at time of transition.

Assessment of Pupil Learning & Progression

Two forms of assessment are available at the end of every Language Angels unit:

1. Peer and self-assessment 'I can do...' grids. A quick and easy way for all pupils in the class to record which units they have completed and the progress they are making.
2. More detailed skills based assessments using bespoke skills assessment worksheets. This form of assessment enables us to determine the learning and progression of all pupils in the key language learning skills as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2.

Monitoring and evaluation

Monitoring and evaluation will be completed by the MFL lead when the time is made available as part of a subject leadership rota. They will ensure that Target Tracker is monitored and evaluated on a half termly basis to ensure that objectives are covered and that children are placed within the appropriate steps in terms of individual assessment. Monitoring and evaluation will include scrutiny of work, lesson observations, learning walks, pupil interviews and pupil/staff questionnaires.

This policy is open to regular review, based on present practice and consultation with members of staff.

Policy reviewed by: Rachel Sutton February 2024

Review Date: February 2026