Primary Foreign Languages

intent, implementation, impact

intent

At St. Michael's V.A. Junior School, we teach French. This is a language that has been chosen to make considerable progress over the four years. It is also a language that most of the schools at secondary level offer. We 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.

Academic

We aim for every child in our care to achieve their academic potential and we also acknowledge that our children have different starting points and different factors in their lives which may help or inhibit them reaching this.
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.

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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.

Character
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.

Behaviour
The intent is that all pupils will be aware of different languages and culture. They will behave respectfully and appropriately towards others and lessons will build into the wider curriculum to ensure our pupils make a positive impact in society.

implementation

At St Michael's, class teachers use the Language Angels scheme to teach weekly language lessons from Year 3 to Year 6. Pupils build their vocabulary and understanding of grammar through age-appropriate topics. They develop all four language skills throughout Key Stage 2: listening, speaking, reading and writing.
Our curriculum roadmap sets out which units each year group will study and when. The Language Angels progression map shows how knowledge and skills develop within and across units. We review our choice of units annually and select them according to what pupils already know and the level of challenge they are ready for.

- Early Language units introduce core vocabulary, nouns and articles, and common verbs in the first person. They are typically used in Year 3 or with pupils who are new to the language.
- Intermediate units build on these foundations. Pupils learn to use possessives, adjectives, negatives and conjunctions, and begin to explore how regular verbs change. These units are generally suitable for Years 4 to 6 once pupils have secured the basics.
- Progressive and Creative Curriculum units offer further challenge for pupils with a secure grasp of the basics, typically in Year 6. Pupils work with longer texts and use more complex language to express their own ideas.

Each unit contains six planned lessons with clear learning objectives. Teachers use interactive resources and practical activities to give pupils regular opportunities to listen and speak, alongside reading and writing.

implementation

Pupils revisit familiar language and combine it with new vocabulary and grammar to say and write more independently. Teachers use scaffolds such as sentence frames where helpful and provide extended tasks for pupils who are ready for greater challenge. Grammar is taught in context and revisited through focused teaching when needed.

Assessment and wider opportunities

Teachers check pupils' understanding during lessons and use what they find to plan next steps. In line with our school assessment policy, teachers aim to assess each of the four language skills twice a year. This helps them see how well pupils remember and apply previous learning and where they need more practice or challenge.

Where appropriate, teachers link language learning to class topics and give pupils opportunities to explore the cultures of places where the language is spoken. This might include a celebration assembly, preparing a traditional dish or presenting a weather forecast using a map of the country they are studying.

impact

At St Michael's, pupils build on what they know in each lesson and as they move through the Language Angels scheme. Early Language units introduce nouns, articles and short phrases. Intermediate and Progressive units introduce a wider range of vocabulary and grammar, alongside longer texts. Pupils regularly revisit earlier learning and use it to produce longer, more independent spoken and written responses, express opinions and give reasons for them.

Teachers use the Language Angels unit planners, six-week unit overviews and lesson plans to sequence learning and match the level of challenge to what pupils already know. Pupil-friendly learning goals help children see what they are working towards and reflect on their progress at the end of each unit. Vocabulary sheets and self-assessment grids can also help pupils keep a record of their learning.

Each unit provides opportunities to assess listening, speaking, reading and writing against the Key Stage 2 languages curriculum. Teachers record evidence in pupils' books and use it to identify next steps. They can also use the Language Angels tracking tool to review progress at pupil, class and school level. The subject leader monitors learning through reviews of pupils' books, short visits to lessons and feedback from pupils.