



"Serve one another in love"

Foreign languages at Upton Heath Church of England Primary School

Foreign languages Curriculum Statement

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Intent:

The curriculum at UHPS is carefully planned and structured to encapsulate our curriculum intent of REACH (Relevant, Engaging, Aspirational, Creative and Holistic). We ensure that current learning is linked to previous learning as part of a sequential curriculum, enabling children to achieve the end of year expectations. In line with the national curriculum 2014, the Foreign Languages curriculum at UHPS 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 writing in the language studied

Click on the links below:

Foreign Languages Vocabulary

Foreign Languages Progression of Skills

Foreign Languages curriculum statement

The Foreign Languages Curriculum

| Cohort | Half term | Theme / Topic | Intent | Implementation | Impact |
|--------|-----------|---------------|--|-----------------------|---|
| Year 3 | | | Roots and Fruits Link: British Values: Any key questions? | Knowledge Organisers: | Children will know LINKED TO END OF YEAR EXPECTATIONS. |

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|--------|-------------|--|--|--|
| Year 4 | Autumn 1 | | | |
| Year 5 | | | | |
| Year 6 | | | | |

| Cohort | Half term | Theme / Topic | Intent | Implementation | Impact |
|--------|-------------|---------------|--|-----------------------|---|
| Year 3 | Autumn 2 | | Roots and Fruits Link: British Values: Any key questions? | Knowledge Organisers: | Children will know LINKED TO END OF YEAR EXPECTATIONS. |
| Year 4 | | | | | |
| Year 5 | | | | | |
| Year 6 | | | | | |

| Cohort | Half term | Theme / Topic | Intent | Implementation | Impact |
|--------|-------------|---------------|--|-----------------------|---|
| Year 3 | Spring 1 | | Roots and Fruits Link: British Values: Any key questions? | Knowledge Organisers: | Children will know LINKED TO END OF YEAR EXPECTATIONS. |
| Year 4 | | | | | |
| Year 5 | | | | | |
| Year 6 | | | | | |

| Cohort | Half term | Theme / Topic | Intent | Implementation | Impact |
|--------|-------------|---------------|--|-----------------------|---|
| Year 3 | Spring 2 | | Roots and Fruits Link: British Values: Any key questions? | Knowledge Organisers: | Children will know LINKED TO END OF YEAR EXPECTATIONS. |
| Year 4 | | | | | |
| Year 5 | | | | | |
| Year 6 | | | | | |

| Cohort | Half term | Theme / Topic | Intent | Implementation | Impact |
|--------|-------------|---------------|--|--|---|
| Year 3 | Summer 1 | | Roots and Fruits Link: British Values: Any key questions? | Knowledge Organisers: Blocked week of activities. | Children will know LINKED TO END OF YEAR EXPECTATIONS. |
| Year 4 | | | | | |
| Year 5 | | | | | |
| Year 6 | | | | | |

| Cohort | Half term | Theme / Topic | Intent | Implementation | Impact |
|--------|-----------|---------------|--|-----------------------|---|
| Year 3 | Summer 2 | | Roots and Fruits Link: British Values: Any key questions? | Knowledge Organisers: | Children will know LINKED TO END OF YEAR EXPECTATIONS. |
| Year 4 | | | | | |
| Year 5 | | | | | |
| Year 6 | | | | | |

Implementation.

Teaching of Spanish focuses on enabling pupils to make substantial progress throughout KS2. It provides an appropriate balance of spoken and written language and aims to lay the foundations for further foreign language learning at key stage 3. It enables pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages is on practical communication.

All children in KS2 are taught Spanish in a weekly discreet lesson by language specialists. [KS1 children are introduced to FL through exploring other languages informally when studying another country. Theme weeks for FL are also organised periodically for enrichment???](#) Our FL curriculum has been designed to progressively develop skills in Spanish. We are currently using the PLN units to deliver our Spanish lessons on a two year rolling programme. These ensure children acquire a bank of vocabulary and key structures organised around topics. They ensure development is progressive as they build on previous knowledge from units already studied. The lesson activities are challenging, varied and interactive and develop listening, reading, speaking and writing skills. They are designed to support children or extend their knowledge where appropriate. Core vocabulary, grammatical structures and phonemes are revisited and consolidated throughout the four-year programme. The lessons are designed to be progressive and build on prior learning, moving from word to sentence level over the four years. The choice of vocabulary ensures exposure to all the key phonic sounds and ability to build sentences using grammatical knowledge. In Year 6, the content allows for revisiting and consolidating prior knowledge.

The Early Years Foundation Stage (EYFS) follows Development Matters, which aims to provide children in Reception with opportunities to have an "Understanding of the World: people and communities, the World and technology, by the end of the EYFS Phase.

Impact

Linked to the end of year expectations and the national curriculum. The national curriculum tends to be quite vague for foundation subjects, so some detail about how our school is delivering the subject and the intended impact of that line of study is needed here.

Learning a foreign language is a necessary part of being a member of a multi-cultural society and provides an opening to other cultures. A high-quality languages education should foster children's curiosity and deepen their understanding of the world. It enables children to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It also provides opportunities for them to

communicate for practical purposes, learn new ways of thinking and read in the original language. Language teaching should provide the foundation for learning further languages and further widen pupils' understanding of the cultural and linguistic diversity of the world that they live in.

British Values and our Christian Distinctiveness.

Expand on the link to British Values and Enriching Lives, Serve one another in love. A bit of specific detail required here, linked to some of the Articles from RRS, or Courageous Advocacy. There may be distinct times in the year that these references are specifically made E.g. VE Day / Easter / etc.

Key Stage 2

Pupils should be taught 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 Spanish grammar, 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

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key historical knowledge is taught to enable and promote the development of children's language skills. Assessment is supported by the use of the following strategies:

- Observing children at work, individually, in pairs, small groups and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- The use of Knowledge Organisers in every lesson to enable the children to guide their own learning and use them to quiz the children and to use historical vocabulary appropriately.

- Providing effective feedback to learning, to support learning moving forward and to provide opportunities to self-assess, consolidate and study in-depth.

We are committed to providing a teaching and learning environment which ensures that all children are able to progress with their learning, regardless of social class, gender, culture, race, or SEND. Teachers will use a range of strategies to ensure that all learners are included within a classroom ethos that is Relevant, Engaging, Aspirational, Creative and Holistic. (REACH)

Formative assessment is undertaken each session in MFL and pupils are very much encouraged to be involved in that process. As part of our assessment for learning process, children will receive verbal feedback in order to aid progress in the subject, as well as in writing and listening work. Children are also encouraged to be critical of their own performance. Summative assessment is undertaken during the year, using the progression skills document highlighting their knowledge (Assessment clouds).

Subject Vocabulary

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| Lower Key Stage 2 |
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| Upper Key Stage 2 |
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