



Primary Foreign Language Sequence and Progression at St Luke's C.E. Primary School

Intent:

The intention of the Primary Foreign Language (PFL) curriculum at St Luke's Church of England Primary is that children are exposed to different languages and cultures in an engaging, enjoyable and stimulating manner. 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. 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.

At St Luke's we intend 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.

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 KS2, which will be taught by class teachers. In EYFS and KS1, class teachers will deliver shorter bursts of language learning throughout each term. 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.

All lessons are planned and designed to motivate, captivate and interest children from the first moment. This allows children to hear native speakers with accurate pronunciation, regardless of the teacher's own fluency. The planning of different levels of challenge and which units to teach at each stage of the academic year will be addressed dynamically and will be reviewed in detail annually as units are updated and added to the scheme. 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 Spanish.

Children have the opportunity to develop their speaking and listening skills through conversational work, singing activities and games.



Primary Foreign Language Sequence and Progression at St Luke's C.E. Primary School

Children are encouraged to record their understanding in writing through labels, captions and sentences. Children will be taught how to listen and read longer pieces of text gradually in Spanish, and they will have ample opportunities to speak, listen to, read and write the language being taught with and without scaffolds, frames and varying levels of support.

Units, where possible and appropriate, will be linked to class topics and cross curricular themes. For example, learning culture through History and Geography. 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. In addition to the demands of the National Curriculum mentioned above, at St Luke's, we also provide children with a range of cultural experiences to support their understanding of life around the world. Possible opportunities for exposure to a foreign language outside of the classroom include visitors from different cultures, theme days and Google Expeditions to explore cities are also identified throughout the year.

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. Units increase in level of challenge, stretch and linguistic and grammatical complexity as pupils move from Early Learning units through Intermediate units and into the most challenging Progressive units. Units in each subsequent level of the teaching type categories require more knowledge and application of skills than the previous teaching type. Activities contain progressively more text (both in English Spanish) and lessons will have more content as the children become more confident and ambitious with Spanish.

Early Learning units will start at basic noun and article level and will teach pupils how to formulate short phrases. By the time pupils reach Progressive units they will be exposed to much longer text and will be encouraged to formulate their own, more personalised responses based on a much wider bank of vocabulary, linguistic structures and grammatical knowledge. They will be able to create longer pieces of spoken and written language and are encouraged to use a variety of conjunctions, adverbs, adjectives, opinions and justifications. Pupils will continuously build on their previous knowledge as they progress in their Spanish learning journey through their time at St Luke's. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate.

Teachers will have a clear overview of what they are working towards and if they are meeting these criteria. They will use long-term planning to ensure the correct units are being taught to the correct classes at each stage of the academic year, and short-term planning to ensure confidence in the learning aims of each lesson.

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 and can keep their unit learning intention sheets and unit core vocabulary sheets as a record of what they have learnt from unit to unit and from year to year. The opportunity to assess pupil learning and progression in the key language skills



Primary Foreign Language Sequence and Progression at St Luke's C.E. Primary School

(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 as well as to feedback on progress.

Children in UKS2 are given opportunities to record their work in a languages exercise book, which allows them the opportunity to apply their grammar and vocabulary skills. Children are assessed formatively and are provided with purposeful next steps. Children will progress through the year groups and by the end of KS2 all children will be accessing age related expectations. In line with the school assessment calendar, the Subject Leader and Curriculum Leader will carry out termly book sampling, learning walks and pupil discussions. Findings will be collated and priorities shared with staff. The Subject Leader is responsible for reporting to the head teacher on progress in teaching and learning.

CULTURAL CAPITAL

Our PFL curriculum allows children to be immersed in Spanish culture. Children have the opportunity to discuss, research and explore Spanish culture, traditions and lifestyle. This allows them to understand the values of another country, enhancing their respect of tradition and other ways of life. Our Language Angels lessons introduce many aspects of Spanish culture, including food, clothing, music and festivals. This will facilitate a whole school approach to foreign language learning along with improved cultural awareness. Additionally, after consultation with a local Secondary school, it became apparent that Spanish is the most popular foreign language that children choose to study at higher levels; therefore, it is important to provide children with a solid foundation in Spanish, and learning this language in the earlier years ensures pupils have secured the basics and are ready to progress. In Year 3, children study the rainforest and explore Spanish speaking countries in Central and South America. In Year 6, children learn about the Mayans, looking at ancient traditions and look at tourism in Mexico (Chichén Itzá).



Primary Foreign Language Sequence and Progression at St Luke's C.E. Primary School

PFL Long Term Plan

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Reception</u>	Nursery Rhymes (SO)		Numbers 1-10 and Colours (SO)		Transport (SO)	
<u>Year 1</u>	Greetings (SO)		In My Town (MO)		Superheroes/Teddy Bear Picnic (MO)	
<u>Year 2</u>	Shapes (E)		Seasons (E)		Animals (E)	
<u>Year 3</u>	Phonetics 1 (X) and I am Learning Spanish (E)	Vegetables (E)	Fruits (E)	Ice-Creams (E)	Presenting Myself (I)	My Family (I)
<u>Year 4</u>	Phonetics 2 (X) and What is the Weather? (I)	The Date (I)	In the Classroom (I)	At the Cafe (I)	Do you have a pet? (I)	Goldilocks (I)
<u>Year 5</u>	Phonetics 3 (X) and Do you have a pet? (I)	My Home (I)	Olympics (I)	Habitats (I)	Clothes (I)	The Planets (P)
<u>Year 6</u>	Phonetics 4 (X) and At School (P)	The Weekend (P)	Healthy Lifestyles (P)	WWII (P)	Me in the World (P)	Vikings (P)



Primary Foreign Language Sequence and Progression at St Luke's C.E. Primary School

<u>National Curriculum Content</u>			
<u>EYFS</u>	<ul style="list-style-type: none"> • <i>(ELG: People, Culture and Communities)</i> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. • <i>(ELG: Comprehension)</i> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. • <i>(ELG: Listening, Attention and Understanding)</i> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • <i>(ELG: Speaking)</i> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 		
	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Year 1</u>	<ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding (L). 	<ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding (L). 	<ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding (L).
<u>Year 2</u>	<ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding (L). 	<ul style="list-style-type: none"> • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words (L). • Listen attentively to spoken language and show understanding by joining in and responding (L). 	<ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding (L).
<u>Year 3</u>	<ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding (L). • Explore the patterns and sounds of 	<ul style="list-style-type: none"> • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words (L). 	<ul style="list-style-type: none"> • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and



Primary Foreign Language Sequence and Progression at St Luke's C.E. Primary School

	<p>language through songs and rhymes and link the spelling, sound and meaning of words (L).</p>	<ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding (L). 	<p>meaning of words (L).</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding (L).
<u>Year 4</u>	<ul style="list-style-type: none"> • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words (L). • Listen attentively to spoken language and show understanding by joining in and responding (L). 	<ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding (L). 	<ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding (L).
<u>Year 5</u>	<ul style="list-style-type: none"> • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words (L). • Listen attentively to spoken language and show understanding by joining in and responding (L). 	<ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding (L). 	<ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding (L).
<u>Year 6</u>	<ul style="list-style-type: none"> • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words (L). • Listen attentively to spoken language and show understanding by joining in and responding (L). 	<ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding (L). 	<ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding (L).



Primary Foreign Language Sequence and Progression at St Luke's C.E. Primary School

<i>Progression of Skills</i>						
<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4 (Assuming at least 1 year of prior PFL learning)</u>	<u>Year 5 (Assuming at least 2 years of prior PFL learning)</u>	<u>Year 6 (Assuming at least 3 years of prior PFL learning)</u>
<u>Listening</u>						
Appreciate and participate in some nursery rhymes.	Appreciate and actively participate in traditional short stories e.g. fairy tales.	Appreciate short stories e.g. fairy tales and start to understand some of the familiar words in what we hear.	Listen to and enjoy short stories, nursery rhymes/songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
<u>Speaking</u>						
Learn to repeat single words and simple sentences that I've heard.	Learn to repeat and reproduce the language I hear with accurate pronunciation.	Learn to articulate key words introduced in the lesson and understand their meaning	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
<u>Reading</u>						



Primary Foreign Language Sequence and Progression at St Luke's C.E. Primary School

<p>To be able to identify single words when written down, with support.</p>	<p>Be able to identify written versions of the words I hear.</p>	<p>Being able to identify the written version of a wider range of the words I hear.</p>	<p>. Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.</p>	<p>Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 to 2'. Understand most of what we read in the foreign language when it is based on familiar language</p>	<p>Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.</p>	<p>Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.</p>
<p>Writing</p>						
	<p>Consolidate letter formation skills by copying words in the foreign language from a model.</p>	<p>Start to reproduce nouns and determiners/articles from a model.</p>	<p>Write familiar words & short phrases using a model or vocabulary list. E.g.: 'I play the piano'. 'I like apples'.</p>	<p>Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. E.g.: My name, where I live and my age.</p>	<p>Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. E.g.: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.</p>	<p>Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. E.g.: A presentation or</p>



Primary Foreign Language Sequence and Progression at St Luke's C.E. Primary School

						description of a typical school day including subjects, time and opinions.
Grammar						
	Start to understand that foreign languages can have different structures to English.	Start to understand that foreign languages can have different structures to English. E.g.: Many nouns have a determiner/article in foreign languages which we don't have in English.	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (E.g.: 'the', 'a' or 'some'). Introduce simple adjectival agreement (E.g.: adjectival agreement when describing nationality), the negative form and possessive adjectives. E.g.: 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles (E.g.: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (E.g.: 'I wear...'; 'he/she wears...') and also be able to describe clothes in terms of colour E.g.: 'My blue coat.'	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (E.g.: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. E.g.: 'to go', 'to do', 'to have' and 'to be'.