

Intent

Leasowe 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. The ultimate aim is for children to achieve their full potential by encouraging high expectations and standards in their learning – leaving the children feeling willing and able to continue studying languages beyond key stage 2.

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.

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.

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 the foreign language French through regularly taught and well-planned weekly lessons in Key Stage 2, which will be taught by class teachers and classroom support staff, with the support of the subject leader.

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.

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 the French language.

The Language Angels scheme of work is categorised by 'Teaching Type', to make it easier for teachers to choose units that will offer the appropriate level of challenge and stretch for the class they are teaching.

Early Language Units: entry level units, most appropriate for year 3 pupils, or pupils who have no previous learning of a foreign language.

Intermediate Units: increasing the amount of complexity, these units are suitable for year 4-5 pupils, or pupils who have embedded basic knowledge of the language.

Progressive and Creative Units: most challenging units, suitable for year 6 pupils, or pupils who have a good understanding of the basics of the language being taught.

Grouping units into teaching types ensures that the language being taught is appropriate to the level of the class and introduced when the pupils are ready. Pupils will be taught how to listen to, read, speak and write the French Language with and without scaffolds, frames and various levels of support. Units, where possible and appropriate, will be linked to class topics and cross curricular themes. Pupils 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**.

The Progression Map shows precisely how pupil foreign language learning across the key skills of **speaking, listening, reading, writing** and **grammar** progresses within each Language Angels 'Teaching Type' and also how the level of learning and progression of each pupil is increased as pupils move across each subsequently more challenging Language Angels 'Teaching Type'.

Pupil learning and progression will be assessed at regular intervals in line with school policy. Teachers will aim to assess each language skill (**speaking, listening, reading and writing**) twice throughout each academic year to be able to provide reference points against which learning and progression in each skill can be demonstrated.

In addition to following the lessons provided by Language Angels' scheme of work, here at Leasowe Primary there will also be alternative activities/occasions which will take place to embed the culture of language learning and appreciation into our overall school ethos and boost our cultural awareness. Some examples of these could include;

- French celebration assemblies,
- Cookery sessions of traditional French foods,
- Arts / Creative shows and galleries demonstrating French inspired creative means,
- School celebrations of national French days when appropriate.

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 and the foreign language being studied) and lessons will have more content as the children become more confident and ambitious with the foreign language they are learning.

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.

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 as well as to feedback on progress to SLT and stakeholders.