



**RAYNVILLE**  
ACADEMY

# A Guide to Modern Foreign Languages

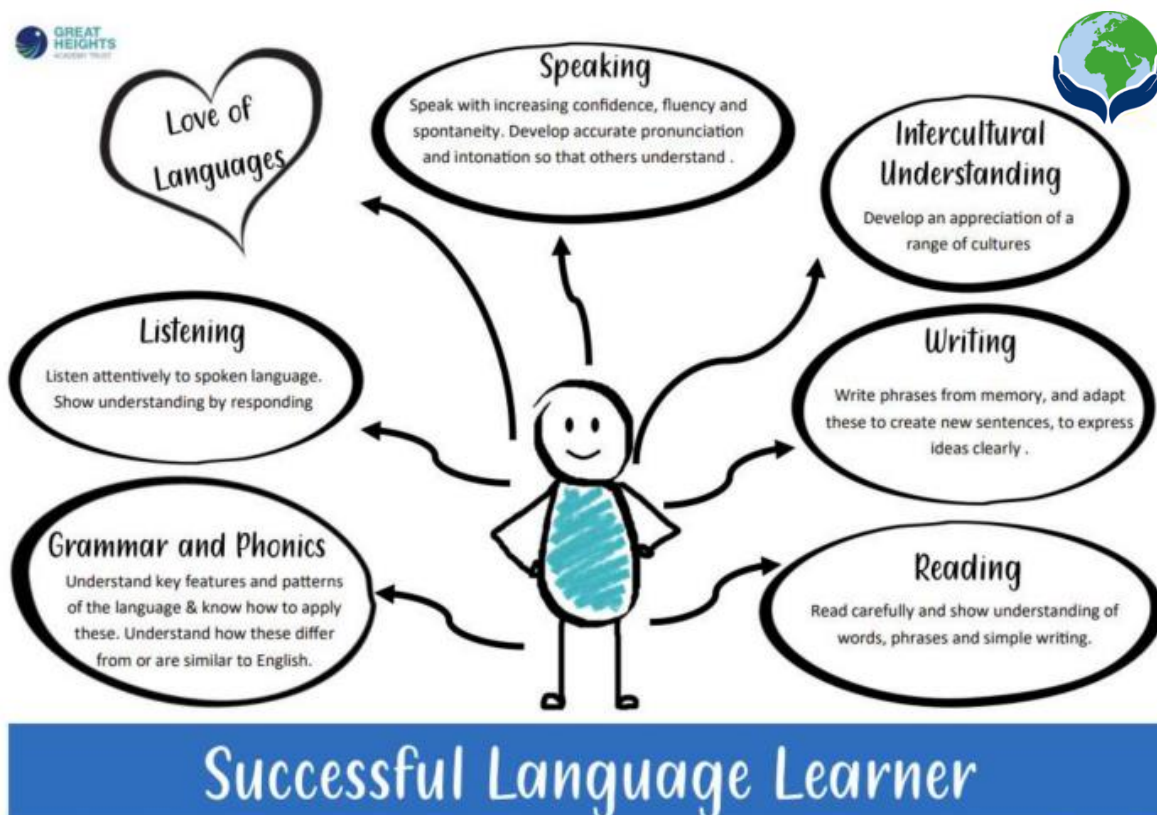


This document outlines the expectations of how we teach and monitor the Modern Foreign Languages curriculum at Raynville: progression across year groups and consistency across school.

## Teaching Modern Foreign Languages at Raynville

Learning a foreign language is part of the primary National Curriculum and is a requirement for all children within key stage 2 (KS2). Raynville Academy has adopted a whole school approach to the teaching of Spanish to all KS2 pupils.

The Spanish teaching at Raynville Academy has been designed using the Language Angel's scheme of work in accordance with the National Curriculum. We offer a relevant, broad, vibrant, and ambitious foreign languages curriculum that inspires and excites our pupils using a wide variety of topics and themes. All pupils are 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.



## **Aims**

Our aim is to develop the confidence and competence of each child in the foreign language they are learning. MFL gives children the opportunity to communicate with each other in an inclusive forum. 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.

## **KS2 Overview**

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:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases, and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases, and simple writing.
8. Appreciate stories, songs, poems, and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things, and actions orally and in writing.
12. 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.

### What is expected to be seen when teaching Spanish?

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.



Spanish is taught in a whole class setting by the class teacher or other staff member 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.

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.

Spanish lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games (which pupils can access from home to consolidate their learning)
- Songs
- Differentiated desk-based consolidation activities
- Worksheets (at three different levels of challenge) are provided throughout each teaching unit and can be used in class or can be sent home to be completed as a homework exercise

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).

KS2 long term plan:

Spanish Curriculum Overview 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Yo Aprender Español (E) 1-6	The colours and numbers (E)	Animals (E)	Musical instruments (E)	Fruits (E)	Ice Creams (E)
Year 4	Yo Aprender Español (E) 2-6	What is the date? (I)	I can... (E)	The Seasons (E)	Vegetables (E)	Do you have a pet? (I)
Year 5	Yo Aprender Español (E) Lesson 6  Fruits (E)	Shapes (E)	Presenting Myself (I)	The Family (I)	What is the weather? (I)	Clothes (I)
Year 6	Yo Aprender Español (E) Lesson 6  Vegetables (E)	The Olympics (I)	In the classroom (I)		My house (I)	

## **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. The 'learning intention sheet' at the start of each unit also evidences learning and progression.

## **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.

**There is no expectation for both of these to be used.**

## **Monitoring and evaluation**

The Subject Leader monitors the effectiveness of the language teaching provided throughout the school via regular informal conversations with staff. Observations/book scrutinises may also be conducted occasionally. The Subject Leader and class teacher will together monitor the learning and progression made by pupils across the key stage.

The Subject Leader will encourage, where appropriate, class assemblies and presentations in Spanish. They will also encourage cross-curricular topics to be taught in Spanish to knit together various areas of the curriculum.