

# Willow Lane Foreign Language Curriculum

## Our intent

Learning a foreign language is part of the primary National Curriculum and is a requirement for all children within key stage 2 (KS2). Willow Lane has adopted a whole school approach to the teaching of Spanish to all KS2 pupils. Our aim is to develop the confidence and competence of each child in the foreign language they are learning. 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.



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## Organisation and Delivery

Spanish is taught in a whole-class setting and 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 Key Stage 2 class has a timetabled lesson of at least thirty minutes per week. Spanish is 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 & raps
- Differentiated desk-based consolidation activities
- Worksheets 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).



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# Assessment in Spanish

## How we assess

Two forms of assessment are available at the end of every Language Angels unit:

- 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.
- 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.

## Monitoring and evaluation

The Subject Leader monitors the effectiveness of the language teaching provided throughout the school via regular termly observations with feedback given to teachers delivering foreign language lessons. 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 be taught in Spanish to knit together various areas of the curriculum.

All data, ranging from evidence of classroom teaching to individual pupil skills reports, is securely stored on a password protected database. This can be accessed by class teachers, the Subject Leader and SLT so all key stakeholders can evaluate delivery, performance and progress. This data can be presented to parents at parent-teacher meetings and will also be used to ensure the Foreign Languages SEF is updated as appropriate.



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| Year group       | Autumn  | Spring  | Summer  |
|------------------|---|---|---|
| <b>3. Green</b>  | <ol style="list-style-type: none"> <li>1. Phonetics 1 and 2</li> <li>2. I'm Learning Spanish</li> <li>3. I can</li> </ol> | <ol style="list-style-type: none"> <li>1. Colours and Numbers</li> <li>2. Ancient Britain</li> </ol>  | <ol style="list-style-type: none"> <li>1. Musical Instruments</li> <li>2. Animals</li> </ol>    |
| <b>4. Blue</b>   | <ol style="list-style-type: none"> <li>1. Phonetics 1 and 2</li> <li>2. Romans</li> <li>3. Fruits</li> </ol>              | <ol style="list-style-type: none"> <li>1. Seasons</li> <li>2. Presenting Myself</li> </ol>            | <ol style="list-style-type: none"> <li>1. Classroom</li> <li>2. My House</li> </ol>             |
| <b>5. Indigo</b> | <ol style="list-style-type: none"> <li>1. Phonetics 1 to 3</li> <li>2. Me in the World</li> <li>3. Vegetables</li> </ol>  | <ol style="list-style-type: none"> <li>1. Los Planetas</li> <li>2. Family</li> </ol>                  | <ol style="list-style-type: none"> <li>1. Habitats</li> <li>2. Clothes</li> </ol>               |
| <b>6. Violet</b> | <ol style="list-style-type: none"> <li>1. Phonetics 1 to 4</li> <li>2. What is the weather?</li> <li>3. School</li> </ol> | <ol style="list-style-type: none"> <li>1. Do you have a pet?</li> <li>2. What is the date?</li> </ol> | <ol style="list-style-type: none"> <li>1. In the Cafe</li> <li>2. Healthy Lifestyles</li> </ol> |

|                  | Year 3   | Year 4<br>(Assuming at least 1 year of previous foreign language learning)  | Year 5<br>(Assuming at least 2 years of previous foreign language learning)  | Year 6<br>(Assuming at least 3 years of previous foreign language learning)  |
|------------------|--|---|--|--|
| <b>Listening</b> | 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.   |
| <b>Speaking</b>  | 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.   |
| <b>Reading</b>   | 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.           | Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.  | 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'.  | 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.  |
| <b>Writing</b>   | Write familiar words & short phrases using a model or vocabulary list. <b>EG:</b> 'I play the piano'. 'I like apples'.   | Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. <b>EG:</b> My name, where I live and my age.   | 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. <b>EG:</b> My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.   | 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. <b>EG:</b> A presentation or description of a typical school day including subjects, time and opinions. |
| <b>Grammar</b>   | Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. <b>EG:</b> 'I like...' 'I play...' 'I am called...' | Better understand the concept of gender and which articles to use for meaning ( <b>EG:</b> 'the', 'a' or 'some'). Introduce simple adjectival agreement ( <b>EG:</b> adjectival agreement when describing nationality), the negative form and possessive adjectives. <b>EG:</b> '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 ( <b>EG:</b> definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation ( <b>EG:</b> 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour <b>EG:</b> 'My blue coat'. | Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives ( <b>EG:</b> 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. <b>EG:</b> 'to go', 'to do', 'to have' and 'to be'.           |