

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing.

The National Curriculum

Intent

Longford Primary Academy intends to use the Language Angels scheme of work and resources to ensure that we offer our children a relevant, broad and ambitious languages curriculum. We aim to foster a love of learning and inspire children to develop a genuine interest and positive curiosity about foreign languages. Throughout Key Stage 2, the children will develop the four key language skills; listening, speaking, reading and writing which will be taught alongside the necessary grammar concepts. Each of these skills will be covered in age-appropriate ways across the primary phase. This will lay down solid foundations for future language learning, particularly on their transition to our local high school where French is also a taught subject. Our children will be encouraged to attempt tasks in order to build their confidence and their willingness to apply the taught skills during their time at Longford and as they progress beyond Key Stage 2.



Implementation

At Longford Primary Academy, all classes within Key Stage 2 will have access to a high-quality languages curriculum using the Language Angels scheme of work. This scheme offers children a wide range of opportunities to apply the necessary skills enforced within the National Curriculum. KS2 pupils will follow a progressive scheme where they will develop their foreign language skills through regularly taught and well-planned weekly lessons. These sessions where possible should be delivered by their class teacher. Each language unit is designed with progression as a key focus. Early language units are aimed towards year 3 pupils as they begin acquire new foreign language skills. Intermediate units are targeted towards year 4 and 5 as the level of challenge and complexity is increased (including foreign language grammar concepts). In Year 6, the children will be exposed to the progressive units and aspects of the creative curriculum units. Through completing the units in this order, the children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate and engaging themes. Units, where possible and appropriate, will be linked to class topics and cross curricular themes. 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.**

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.

By the end of Key Stage 2, our pupils will have acquired the skills that are crucial for them to continue being a successful language learner at high school and beyond. They will have a good subject knowledge of basic conversational skills and grammar concepts in French which will be necessary for Year 7 onwards.



Knowledge, Understanding & Skills

Year group	Speaking Skills	Listening Skills	Reading Skills	Writing Skills	Grammar Skills
Year 3	Be able to pronounce simple words, phrases and short sentences in a group activity or alongside class members.	Listen and respond to familiar spoken words, phrases and simple sentences. For example, simple instructions, rhymes or songs.	Begin to recognise and understand familiar vocabulary in written words and short sentences.	Write familiar simple words and phrases using supported written materials such as sentence stems and word mats.	Show some awareness of the concept of gender and how this is shown in the language being studied.
	Speak aloud familiar words or short phrases in chorus.	Through repetition and practise develop understanding of the sounds of individual letters and groups of letters.	Be able to read aloud familiar words and short phrases in chorus.	Some children may be able to write simple words and short phrases from memory towards the end of a unit.	
Year 4	Begin to use longer phrases and sentences.	Follow a text accurately while listening to it being read aloud.	Accurately read and understand written words, phrases and short sentences which have been explored in class.	Write some familiar words, phrases and simple sentences using supported written materials such as word mats.	Have a more secure understanding of the concept of gender and which article to use correctly with different nouns.
	Communicate by asking and answering a wider range of questions. Apply phonic knowledge to support speaking.	Listen for and identify specific words and phrases in instructions, stories or text that is read to them either by a teacher or a French native speaker.	Accurately read a wider range of familiar written words, phrases and short sentences aloud to a partner.	When appropriate, children are encouraged to write short and familiar sentences from memory.	Introduce the negative form.
Year 5	Begin to speak with increasing confidence with a partner through engaging in short conversations.	Be able to identify specific phrases during listening exercises and use this to complete simple classroom activities such as answering questions.	Read a variety of simple texts in different but authentic formats. This should always relate to familiar topics.	Practise using a French to English dictionary to check spellings.	Have a confident understanding of gender and apply this accurately more consistently.
	Understand and express simple opinions using familiar topics and vocabulary.	Be able to listen to longer passages of text in the foreign language. For example, short stories, songs, and listening exercises.	Children may partake in reading exercises with simple set questions.	Write simple sentences and short paragraphs from memory when possible.	Use the negative form.
	Begin to contribute simple answers to simple questions in French. Have a confident understanding of gender and apply this accurately more consistently.	Listen attentively and show understanding of more complex phrases.		Be able to use first person and third person.	Use possessives. Use simple conjunctions.

Year 6	Use spoken language to initiate and sustain simple conversations on familiar topics. Use their own experiences to support conversations.	Understand the main points in passages of language spoken with authentic pronunciation. Where possible, this should be spoken at an authentic speed.	Read aloud sentences using familiar topics with expression and intonation. Pronunciation should be mostly accurate.	Write longer sentences from memory. Write short paragraphs when possible from memory or using a simple word mat.	Understand the concept of gender. Be able to identify and correctly use adjectives.
	Present to an audience about familiar topics. This may be repeating from a longer text or passage, role-play or delivering a presentation.	Understand longer and more complex phrases and sentences (e.g. descriptions, opinions, information and instructions) in listening exercises.	Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats.	Be able to use co-ordinating conjunctions to link ideas together and aid the flow of writing.	Understand what the different parts of a conjugated verb look like.
	Use co-ordinating and subordinating conjunctions to link ideas together and add fluency to their speech.	If appropriate, children should be expected to answer questions based on what they hear.		Use verbs in the correct form. This must include first person, third person and plurals.	Show understanding of personal pronouns.