



**at**  
**Hook Lane**

**We aim to understand and respond to spoken and written language from a variety of authentic sources.**

**We aim to have the pupils write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.**



**We aim to 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.**

**We aim to discover and develop an appreciation of a range of writing in the language studied.**



# Intent

At Hook Lane we 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.



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. In addition, the children will be taught how to look up and research language they are unsure of and they will have a bank of reference materials to help them with their spoken and written tasks going forward. This bank of reference materials will develop into a reference library to help pupils recall and build on previous knowledge throughout their primary school language learning journey.

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 foreign languages through regularly taught and well-planned weekly lessons in KS2 which will be taught by a natural French speaking specialist teacher..**

**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.**



**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. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge.**



	Year 3	Year 4	Year 5	Year 6
<b>Phonetics Lessons</b> (ongoing through the year)	Lesson 1	Lesson 2	Lesson 3	Lesson 4
<b>Autumn 1</b>	<b>I'm Learning French</b> <i>(Early Language Unit)</i>	<b>Presenting Myself</b> <i>(Intermediate Language Unit)</i>	<b>Do You Have A Pet?</b> <i>(Intermediate Language Unit)</i>	<b>At School</b> (Progressive Language Unit)
<b>Autumn 2</b>	<b>Seasons</b> <i>(Early Language Unit)</i>	<b>Family</b> <i>(Intermediate Language Unit)</i>	<b>Olympics</b> <i>(Intermediate Language Unit)</i>	<b>Regular Verbs</b> (Core Vocabulary)
<b>Spring 1</b>	<b>The Romans</b> <i>(Creative Curriculum Unit)</i>	<b>Habitats</b> <i>(Intermediate Language Unit)</i>	<b>Planets</b> <i>(Intermediate Language Unit)</i>	<b>World War II</b> (Progressive Language Unit)
<b>Spring 2</b>	<b>Musical Instruments</b> <i>(Early Language Unit)</i>	<b>Vikings</b> <i>(Progressive Language Unit)</i>	<b>Weather</b> <i>(Intermediate Language Unit)</i>	<b>Irregular Verbs</b> (Core Vocabulary)
<b>Summer 1</b>	<b>Fruits or Vegetables</b> <i>(Early Language Unit)</i>	<b>Classroom</b> <i>(Intermediate Language Unit)</i>	<b>What is the Date?</b> <i>(Intermediate Language Unit)</i>	<b>Me In the World</b> (Progressive Language Unit)
<b>Summer 2</b>	<b>Ancient Britain</b> <i>(Early Language Unit)</i>	<b>My Home</b> <i>(Intermediate Language Unit)</i>	<b>Clothes</b> <i>(Intermediate Language Unit)</i>	<b>Revision Unit</b> (Core Vocabulary)



# Implementation

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.

Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate.



**The French teacher will have a clear overview of what they are working towards and if they are meeting these criteria. They will use the long-term planning documents provided in the form of Language Angels unit planners, adapted to enhance the unit topics of each year group in KS2 to ensure the correct units are being taught to the correct classes at each stage of the scholastic year. Short-term planning is also provided in the form of unit overviews (covering the learning targets for each 6-week unit) and individual lesson plans laying out the learning aims and intentions of each individual lesson within a unit. These planning documents ensure that teachers know what to teach and how to teach it in each lesson, across whole units and across each scholastic term.**



## Adaptive teaching

**Using adaptive teaching to provide the opportunity for all pupils to experience success by adapting lessons, whilst maintaining high expectations for all. This may be through:**

- Visual supports for vocabulary
- Mixed ability role play conversations
- Modelling and oral rehearsal of pronunciation
- Specific focus on which vocab is most important to learn
- Visual/word banks and structured tasks used to support learning