

Modern Foreign Languages Curriculum

At St. Thomas of Canterbury School, all pupils learn the language of Spanish, which is the second most spoken language in the world. In line with the school's philosophy around global citizenship, language learning will broaden their horizons, encourage them to step beyond cultural boundaries, and help them develop new ways of seeing the world. To support early language development, the school follows the Language Angels programme.

The approach is based on three principles:

1. The principle of the narrative form

2. The principle of good communication

3. The principle of bilingualism

INTENT



Alignment with the National Curriculum

All pupils in Key Stage Two at St. Thomas of Canterbury Catholic Primary School have the right to learn an additional language, the study of which liberates children from insularity and provides an opening to other cultures. MFL lessons give the children opportunities to express their ideas and thoughts in another language and to understand and respond to its speakers both verbally and in writing. They also provide opportunities to read age-appropriate literature and learn songs in the target language.



End Points

By the time the pupils leave the school, they will be confident speaking, listening, reading, and writing in Spanish at a basic level. Due to the immersive approach, they will have developed an excellent Spanish accent and will be able to process whole sentences. In year 6, the curriculum has been based on what the pupils are going to learn in Key Stage Three, so they will be well prepared.



Sequencing

Units are progressive within themselves, as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit, they will build their knowledge and develop the complexity of the language they use. We think of the progression within the six lessons in a unit as 'language Lego'. We provide blocks of language knowledge and, over the course of a 6-week unit, encourage pupils to build more complex and sophisticated language structures with their blocks of language knowledge.

IMPLEMENTATION



Pedagogical Approaches

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 of 45 minutes in Key Stage Two. This current programme of study has been amended by Mrs. Pruna (a native person) based on the scheme of work for the Language Angels, ensuring coverage of reading, writing, speaking, and listening.



Teachers' Expert Knowledge

The school believes that it is essential that pupils are taught by a native person because of the importance of accurate pronunciation at the early stage of language development.



Promoting Discussion and Understanding

Learning the skills of one language means that it is easier to learn another. The priority in the early stages is for the pupils to be fully immersed to learn the language naturally. Discussion in the target language is encouraged.

IMPACT



Approach to Assessment

We are using more formal assessment using our bespoke Language Angels skills assessments, assessing the language learning and progression of your pupils in the 4 key language learning skills (speaking, listening, reading, and writing) as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2. Those assessments are at the end of each unit.



Performance Data

The teacher will be able to record, analyse, and access this data easily using the Tracking and Progression Tool, which will monitor school, class, and individual progress in the foreign language.



Pupils' Work

Pupils are encouraged to share their learning with parents, carers, and other family members. In addition to the study of Spanish, pupils have access to extracurricular apps in Spanish.



Addressing Social Disadvantage

Learning a language can add 10–15% to a person's salary; therefore, this is particularly important for our disadvantaged pupils, promoting equity and inclusivity. This means providing all students, regardless of their social or economic background with equal opportunities to access high-quality Spanish language education and empower the students to participate fully in a multicultural and multilingual world, with the specific focus on the Spanish-speaking community.



Local Context

Sheffield is one of the most culturally diverse cities in England, with over 120 languages spoken. Within our school, there are a small number of bilingual pupils and pupils with English as an additional language. For some lower-achieving pupils, language development in English is a key focus, and the study of Spanish will support their awareness of etymology.



Knowing More and Remembering More

The Language Angels programme is designed to promote repetition of the beginning of the lesson. Through the activities, games, and songs, the vocabulary and language structures are transferred into long-term memory.



Teacher Assessment

During each lesson, pupils will have to do an end-of-unit assessment. There can be a reluctance to join in for some pupils, so confidence is promoted. When the teacher notices that a pupil is either not keeping up or appears to lack confidence, they will provide appropriate intervention, such as repeating the lesson.



Talking to Pupils

Pupils will be aware of their own learning goals and progression as each unit offers a pupil-friendly overview so that all pupils can review their own learning at the start and at the end of each unit. They will know and be able to articulate if they have or have not met their learning objectives, and they can keep their unit learning intention sheets and unit core vocabulary sheets as a record of what they have learned from unit to unit and from year to year.

Links and References

[Language Angels](#)

[Duolingo for Schools](#)

[ALL OF OUR APPS](#)

<https://www.economist.com/prospero/2014/03/11/johnson-what-is-a-foreign-language-worth>