



Intent

At St Dennis Primary Academy, we believe that learning a new language opens doors to new worlds, broadens horizons, and fosters global citizenship. Our Languages Curriculum is underpinned by the National Curriculum for Languages and is designed to build on children's prior knowledge, provide rich, real-life learning experiences, and develop both linguistic competence and intercultural understanding.

We aim to nurture confident, resilient, and articulate language learners who are equipped with the oracy skills to express themselves clearly and respectfully. Through engaging and interactive lessons, children will develop speaking and listening skills that enable them to communicate ideas, ask questions, and build connections with others in a new language.

Learning a different language at St Dennis:

- Encourages curiosity about and respect for other cultures and communities, locally and globally
- Provides real-life contexts and meaningful experiences to embed language learning in everyday life
- Promotes children's wellbeing through enjoyable, creative activities such as singing, storytelling, role play, games, and cooperative learning
- Strengthens a sense of identity, belonging, and empathy through exploring cultural perspectives and values
- Offers an inclusive environment where all children start from the same point, promoting equality and mutual support
- Builds pride, confidence, and a sense of achievement through sustained progress and celebration of success
- Encourages the application of metacognitive strategies that improve both language and wider learning skills

To ensure a coherent and ambitious foreign languages curriculum, we use the **Language Angels** scheme of work. This provides a broad and vibrant curriculum aligned with the National Curriculum, and enriched with diverse topics and themes that inspire, challenge, and excite our pupils. We set high expectations for all learners, ensuring they are supported and encouraged to achieve their full potential and develop a life-long love of languages.

Language learning at St Dennis is structured around the four key skills of **listening, speaking, reading, and writing**, delivered through an integrated approach to **phonics, grammar, and vocabulary acquisition**. These elements are taught in dynamic, purposeful ways that allow pupils to apply their learning in real-world contexts, both inside and outside the classroom. Pupils will also develop independent research skills, building a personal reference library that supports ongoing learning and recall of key concepts.

Beyond the classroom, we aim to connect language learning with our local environment and community. Opportunities such as themed days, cultural celebrations, language ambassadors, and community engagement will help pupils experience the real-life value of learning a language. This reinforces their understanding of diversity, strengthens community links, and contributes to their overall social, emotional, and cultural wellbeing.

Our ultimate goal is for all children to develop a genuine interest and positive curiosity about foreign languages. We aim to help them explore the relationship between language and identity, build deeper connections with the world around them, and become confident, compassionate, and reflective global citizens prepared for the next stages of their education and beyond.

Implementation

At St Dennis Primary Academy, all classes in Key Stage 2 have access to a high-quality languages curriculum, delivered through the Language Angels scheme of work and resources. Spanish is taught through regular, well-planned weekly lessons, led by a specialist teacher, ensuring consistency and high expectations across the school.

Why Spanish? We have chosen to teach Spanish as our modern foreign language to give pupils the best possible foundation for language learning at secondary school, where Spanish is studied up to GCSE level.

Our Spanish curriculum is carefully sequenced to enable pupils to progressively acquire, use and apply an expanding bank of vocabulary, grammatical knowledge and language skills. These are taught through age-appropriate topics and themes that form the essential building blocks for developing increasingly fluent and authentic language use.

As pupils move through the curriculum, they build on prior knowledge through a spiral approach that regularly recycles, revises and consolidates learning. Each lesson integrates the four key language skills: listening, speaking, reading and writing.

Pupils are introduced to grammar in a clear and structured way, with increasing complexity as they progress:

Early Learning Units: Focus on nouns, articles, and the 1st person singular of high-frequency verbs

Intermediate Units: Introduce adjectives, the negative form, conjunctions/connectives, and regular verb conjugations

Progressive Units: Explore opinions and high-frequency irregular verb conjugations

This systematic approach helps pupils understand how language works, promoting long-term retention and transferable skills.

We have a long-term plan in place to ensure consistent coverage and progression across year groups. Each class receives an overview of units to be taught during the academic year, allowing for cohesive development of language knowledge and skills.

Each teaching unit consists of six fully planned lessons, which include:

Clear learning objectives and success criteria

Interactive whiteboard resources to support speaking and listening

Learning tasks with levels of challenge

Reading and writing tasks, including options for native speakers

A focus on one **grammar concept per unit**, increasing in complexity over time

Extended writing opportunities to support recall, retention and fluency

These lessons are designed to support all learners, enabling them to make sustained and substantial progress.

Our Languages Curriculum is ambitious for all pupils. We consider ways of minimising and reducing barriers so that all pupils are included. The areas where we consider varying approaches, adaptations and scaffolds include; maintaining an inclusive learning environment, using multi-sensory approaches (including using the latest computer technology), working with additional adults, managing peer relationships through particular groupings, using a wide range of recording methods, ensuring clear communication for all needs, and allowing for formative assessment by ensuring learning objectives and outcomes are understood by all children and assessment methods are wide ranging so not reliant on writing ability. This is because, 'Everyone matters, everyone succeeds and every moment counts' Adaptations in Spanish can be viewed on our website: <https://primarysite-prod-sorted.s3.amazonaws.com/st-dennis-primary-academy/UploadedDocument/8b6c5872-6849-40b2-bae0-7a2111b886fd/mfl-send.pdf>

Impact

As children work through our scheme of learning, 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.

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

Assessment of pupil learning and progression in the key language skills (speaking, listening, reading and writing) and against the 12 DfE Languages Programme of Study for Key Stage 2 attainment targets occurs throughout each unit through formative assessment and at the end of each 6-week teaching unit. This information is recorded and will be monitored by the Modern Foreign Language Lead who can use this information to ensure teaching is targeted and appropriate for each pupil, class and year group.

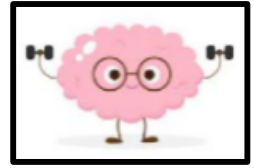
Spanish Unit and Lesson Structure

Each Spanish lesson is carefully planned to fit our whole-school teaching structure, ensuring consistency across subjects while making language learning accessible, interactive, and engaging.

Memory Masters

Memory Masters – We plan for 'Memory Masters' at the beginning of every unit of learning to **revisit, recall, revise, remember, reinforce, relearn** and **reflect** upon previously taught content. This enables them to **retain** key knowledge across the whole curriculum to know more and remember more.

We deliver and assess in a number of ways including, the use of Socratic quizzes based on understanding from previous units, the use of sentence starters to ensure we elicit key critical knowledge or practical tasks to show what key skills have been remembered. The Languages Lead has planned Memory Masters to ensure key learning is recapped in readiness to deepen knowledge and understanding.



Feedback and Feedforward

At the beginning of lesson, there is a **feedback and feedforward** element, to revisit previous vocabulary or grammar within the unit, in readiness to build connections.

The **Knowledge Organiser** may be used to support this.

In line with our **Marking and Feedback Policy**, this element may also include:

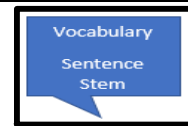
- Work to praise and share to address misconceptions
- Excellent examples of presentation
- Targeted support
- Time to address basic skills errors



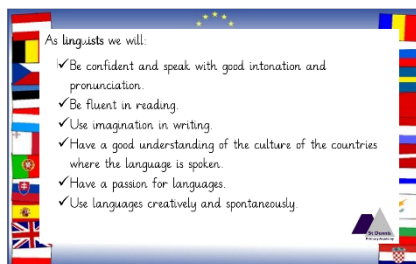
Pedagogy

Following the Feedback and Feedforward element, we **remind ourselves what a linguist** is:

Key Stage 2 – “Linguists are people who love learning and using different languages. They listen carefully to how words sound, practise speaking with good pronunciation and enjoy reading and writing in another language. Linguists are curious about how languages work and how people around the world communicate.”



We also look at which **skills of a linguist** will be developed in today's lesson through sharing and highlighting these skills and concepts.



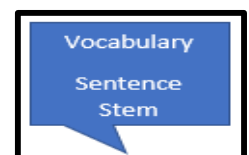
Threshold Concepts	
Read fluently	Recognising key vocabulary and phrases.
Speak confidently	Using key vocabulary and phrases to verbally communicate ideas.
Write imaginatively	Using key vocabulary and phrases to write ideas.
Understand the culture of the countries in which the language is spoken	Understanding the background knowledge of countries to infer meaning from interactions.



Learning Objective and Success Criteria, Key Vocabulary and Sentence Stems

The **Learning Objective** with **Success Criteria** are then shared.

Definitions of **Key Vocabulary** or **Grammar** are introduced and delivered through the Language Angels slides, audio clips and visuals.

Sentence Stems are also shared and repeated. Sentence stems are used to make sure learning is specific: Teacher says (model): 🗣️ “Es un gato.” (It is a cat.) Children repeat: 🗣️ “Es un gato.”



<p>New Learning (<i>Introduction / Modelling / Questioning</i>)</p> <p>Once key vocabulary and grammar are introduced, it is explained that these will be learnt through oral rehearsal which is modelled so they are developed and used accurately. Emphasis is on listening and repeating with the correct pronunciation. Written practise may follow, again any transcription is modelled by the teacher</p> <p>The Walkthru questioning techniques are used e.g. <i>probing questions, think, pair, share, show me boards</i> and <i>cold calling</i>.</p>	
<p>Independent Practice</p> <p>Following modelling, children have the opportunity to engage in a range of structured activities such as: matching games, sentence building or speaking in pairs or groups. The children use a digital folder, on their iPads, to record any work. This method is deliberately chosen to allow voice recordings of role-play and videos of mini presentations to capture the audio element of language. Some short writing tasks may also be seen, again recorded on individual digital devices.</p>	
<p>Think Deeper – An extra challenge!</p> <p>An extra challenge may be set, to enable children to access a deeper knowledge and understanding of the taught vocabulary or grammar.</p>	
<p>Let's Reflect (<i>Formative Assessment</i>)</p> <p>The learning objective and success criteria are revisited to ensure children know what they have learnt. Self-assessment is encouraged.</p>	
<p>End of Unit (<i>Formative and Summative Assessment</i>)</p> <p>Language is recycled and built upon over time. This language is used at the end of a unit, as part of the assessment. Interactive assessment activities such as Socratic quizzes and games are carried out. Listening, reading, speaking and writing tasks aligned with the unit's learning objectives are completed. The self-marking digital assessments, on Language Angels, may also be used to provide instant feedback</p> <p>At a Distance (<i>Retrieval</i>)</p> <p>Concepts, knowledge and vocabulary identified on unit knowledge organisers are assessed at a distance through a range of retrieval techniques, including those from Kate Jones's Retrieval Practice books. The Language Angels children's games are a key part of retrieval practice, which is essential for helping pupils retain and recall vocabulary and structures over time. During the half term where Spanish is not being taught, suggested games for each unit that support retrieval practice through matching, listening, sentence building have been mapped out for each year group.</p>	