



# Morley Meadow Primary School

## Primary Languages Provision



### INTENT

Ask

A language learner from Morley Meadow Primary School will be curious about the world around them and have a desire to learn more and deepen their understanding of other global languages and cultures.

At Morley Meadow we feel passionately about the importance of learning another language and are committed to embedding a positive attitude towards language learning. We aim to prepare our children, so that they develop language skills and feel confident to build on these throughout their lives. We want them to become responsible and informed global citizens who have a good understanding of both their own culture and language as well as those of the rest of the world.



### IMPLEMENTATION

Aspire

They will learn through fun, practical and explorative methods which will allow them to confidently have a go at the language. The curriculum is challenging and relevant with high expectations. We use songs, games, role play and poems in our language lessons for active engagement. The children are clear about where they will be at the end of each unit of work and each individual session. Language learnings skills, phonics, vocabulary and grammar are taught progressively to ensure all learners develop as they move through Key Stage 2 but these are also revisited at regular intervals to ensure knowledge is embedded. Language learning is made up of 4 strands: - speaking, listening, reading and writing.

Spanish in KS2 is planned and taught by a specialist teacher who values working closely with other language coordinators and specialists within the city (PTSA languages hub and local Plym hub of the MAT.)

The National Curriculum program of study is taught through the Language Angels scheme of work. Work folder/book used for individual written work.



Y1	Y2	Y3	Y4	Y5	Y6
		<b>Y3 Speaking skills</b> Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself). Speak aloud familiar words or short phrases in chorus. Use correct pronunciation when speaking and start to see links between	<b>Y4 speaking skills</b> Communicate by asking and answering a wider range of questions, using longer phrases and sentences. Present short pieces of information to another person. Apply phonic knowledge to support speaking (also reading and writing).	<b>Year 5 Speaking Skills</b> Take part in short conversations using sentences and familiar vocabulary. Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey	<b>Year 6 Speaking Skills</b> Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience. Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage). Use connectives to link together what they say so as to add fluency.

			pronunciation and spelling.		accurate meaning. Understand and express simple opinions using familiar topics and vocabulary.	
			<b>Year 3 Listening Skills</b> Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs). Develop understanding of the sounds of individual letters and groups of letters (phonics).	<b>Year 4 Listening Skills</b> Listen for and identify specific words and phrases in instructions, stories and songs. Follow a text accurately whilst listening to it being read.	<b>Year 5 Listening Skills</b> Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises). Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions.	<b>Year 6 Listening Skills</b> Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed. Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear.
			<b>Year 3 Reading Skills</b> Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text. Read aloud familiar words or short phrases in chorus.	<b>Year 4 Reading Skills</b> Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character / place descriptions). Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.	<b>Year 5 Reading Skills</b> Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school).	<b>Year 6 Reading Skills</b> Read aloud with expression and accurate pronunciation. Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school or internet sites in the target language (supervision required)).
			<b>Year 3 Writing Skills</b> Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).	<b>Year 4 Writing Skills</b> Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).	<b>Year 5 Writing Skills</b> Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank). Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" to express what they and	<b>Year 6 Writing Skills</b> Write longer sentences / short paragraphs from memory or using supported materials. Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" and plurals "we" and "they"). Identify and correctly use adjectives (e.g. colours or size) and connectives in a sentence and understand the concept of adjectival agreement.

					other people do, like etc.) Check spellings with a dictionary.	
			<b>Year 3 Grammar Skills</b> Start to understand the concept of gender (masculine, feminine, neuter (if applicable) and how this is shown in the language being studied.	<b>Year 4 Grammar Skills</b> Understand the concept of gender (masculine & feminine and which article (definite or indefinite) to use correctly with different nouns. Introduce and use the negative form. Begin to look at what a fully conjugated verb looks like.	<b>Year 5 Grammar Skills</b> Understand the concept of gender (masculine & feminine) and which article (definite or indefinite) to use correctly with different nouns. Use the negative form, possessives and connectives. Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.	<b>Year 6 Grammar Skills</b> Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns. Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs. Be able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement (where relevant).

<b>Achieve</b>	<b>IMPACT</b>	
	End of unit assessments. Scrapbooks/work folders or books/ video/audio recordings. Progression of skills specific to primary languages. Annual pupil questionnaire.	