



Please note that revisited topics are highlighted in italics

### Why do Linguists read?

- To understand other perspectives and visions of the world.
- To learn about different cultures and traditions.
- To enhance our own knowledge of vocabulary and grammar in English and in a different language.



### Write like a linguist...

- Grammar**- Apply grammar accurately to written texts.
- Spelling**- Check your work carefully for the correct spelling in target language, including use of accents. Use phonics to help you do this.
- Vocabulary**- Use your knowledge of vocabulary to create varied sentences.
- Manipulate**- Use your knowledge of grammar and vocabulary to manipulate language to express yourself independently.
- Independent**- Use your knowledge to write independently.

### Threshold Concepts

- Vocabulary and opinions**- You can understand main points and some detail in familiar audio and text, listen at near normal speed and start to decipher meaning and work out new words.
- Manipulating language**- You can create short texts and have short conversations about familiar topics, adapt language you have learnt to express yourself with increasing independence and accurate pronunciation.
- Spelling and grammar**- Your conversations and writing are accurate.

Languages are an integral part of the curriculum. Learning a language is ‘a liberation from insularity and provides an opening to other cultures.’ It helps to equip pupils with the knowledge and cultural capital they need to succeed in life. It encourages pupils to appreciate and celebrate difference. The languages curriculum should also provide the foundation for learning further languages. It should enable pupils to study and work in other countries. *Department for Education*

### The journey begins...

In **KS1** languages are taught within a ‘**Library of Languages**’. We have a series of recorded stories in French and Spanish and each story is accompanied by a PowerPoint covering key vocabulary from the story, alongside short activities. Stories are all recognisable children’s books, with English equivalents. This encourages reading for pleasure and enjoyment of learning a foreign language. The stories we have chosen also reflect key vocabulary and basic structures, which will be practised and developed at KS2.

By Spring of year 2, pupils will progress to more formal language lessons, which will follow the same structure to year 6. Substantive knowledge across **KS1** (spring and summer of year 2) and KS2 is developed across all four skills (listening, reading, speaking and writing) and is intertwined with the disciplinary knowledge of grammar and phonics.

#### Year 2

In the Spring and Summer terms of year 2, pupils follow the ‘**Greetings**’ and ‘**Introductions**’ units. These units develop a solid base of the key substantive knowledge (greetings, name, age, numbers and birthdays) which will be revisited in KS2. Pupils also look at simple high frequency present tense verbs in the first person and basic questions.

#### Year 3

Students will begin the year by revisiting personal information and begin to apply this knowledge to the context of ‘**Family**’. Key vocabulary knowledge will be developed relating to family, animals and colours. Key grammatical concepts such as adjective placement and agreement will be introduced so that pupils start to understand how the foreign language works. In the second term, pupils build on their previous knowledge of giving personal information (name, age, birthday) to expand to physical and personality description in ‘**All about me**’. This will also necessitate a deeper understanding of adjective agreement. In the final term, pupils apply their knowledge from the year (animals, colours, adjective agreement) to understand and enjoy a story in the target language, ‘**The Four Friends**’. They will also look at key verbs and manipulate language to create their own stories.

#### Year 4

The year begins with a review of previous knowledge related to personal description- key information, physical appearance and personality. In ‘**Myself and Others**’ pupils continue to build their knowledge of describing themselves whilst transferring this knowledge to descriptions of others. Grammatically, this means that pupils will become more confident in using the 3<sup>rd</sup> person of high frequency present tense verbs as well as the 1<sup>st</sup> person. Their end project will be to build a detailed description of a monster in 3<sup>rd</sup> person. In Spring, ‘**Food and Drink**’ is introduced through reading ‘The Hungry Caterpillar’. Pupils will develop a love of reading alongside key reading skills whilst learning new food vocabulary and revisiting days of the week and numbers. Eventually pupils will be able to manipulate the language of the story to write their own version, with differentiated support. Finally, in summer term, year 4 look at bringing together all of their learning from the year in the ‘**Body**’ unit. Pupils learn the new vocabulary of body parts and add this to previous knowledge of personal, physical, character and food language to create a detailed description of a monster family. Again, language will be learnt through reading a story and key grammatical concepts such as adjective agreement will be revisited and strengthened.

#### Year 5

Key language relating to personal and family description is reviewed at the start of the year before pupils progress to new learning related to ‘**Weather**’ and clothes. Pupils will work on understanding a parable in the foreign language, using this key vocabulary. By the end of the unit pupils will be able to describe what they wear in different weathers. In ‘**Health**’ pupils recall food and drink vocabulary but apply this to the new context of healthy lifestyle and progress to describing healthy lifestyle and giving lifestyle advice. Pupils continue to practice manipulating language to create their own story and build confidence with participating in a conversation (at the doctor’s) In ‘**Free Time**’ look at sports, free time, places of town and giving justified opinions for the first time.

#### Year 6

In autumn term, pupils look at the new topic of ‘**House**’ and build up a detailed description of home, bedroom and ideal home and bedroom. Adjective agreement is reviewed and new grammatical concepts of prepositions and conditional tenses are introduced. In ‘**Home Town**’ pupils review and expand on places on the town (year 5) and build a description of where they live. A lot of the language from the first term of year 6 will be recalled (location, adjectives, simple use of ‘ser’ /’estar’) and applied to this new context. Similarly, pupils will also look at ideal town, which builds directly from ideal house and bedroom in the previous unit. By this stage, pupils will be writing increasingly longer texts with increasing independence; here they will create their own tourist brochure. In ‘**Out and about**’, pupils will consolidate and expand sports, hobbies and justified opinion knowledge from year 5 and practice making arrangements. Pupils will also review weather and apply this to describing free time activities in different weathers. Students will review and redevelop their tourist brochures from the previous unit to now include weather and free time activities.

In **KS3** pupils will revisit all the substantive and disciplinary knowledge outlined above.