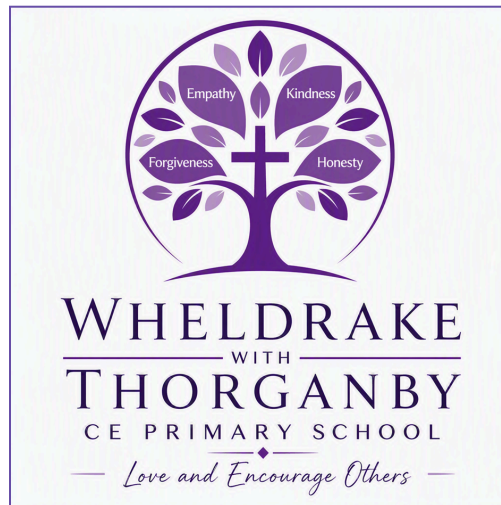


Wheldrake with Thorganby CE Primary School

Languages Policy



Corinthians 14:10 - *"There are many different languages in the world, and every language has meaning."*

Intent

Wheldrake with Thorganby Primary School uses the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious Spanish 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 is for pupils to develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. The intention is that they will be working towards becoming life-long language learners.

All content on Language Angels is 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.

Implementation

All classes in KS2 have access to a high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in Spanish through regularly taught and well-planned weekly lessons. The four key language

learning skills; listening, speaking, reading and writing will be thoroughly covered and all necessary grammar will be taught in an age-appropriate way across the primary phase. Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge needed for complex, fluent and authentic Spanish.

The planning of a whole school curriculum with appropriate levels of challenge will be addressed dynamically and will be reviewed in detail annually as units are updated and added to the Language Angels scheme. In LKS2, entry level units are taught before pupils progress to Intermediate units to increase the level of complexity. Progressive and Creative Curriculum units are the most challenging and are aimed at UKS2 pupils. Grouping units into these categories ensures that the language taught is appropriate to the level of the class and new learning is introduced only when the children are ready. Children will be taught how to listen and read longer pieces of text gradually and they will have ample opportunities to speak, listen to, read and write Spanish with and without scaffolds, frames and varying levels of support.

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. Teachers are provided with a Progression Map and Grammar Grid to ensure all children are progressing their Spanish learning skills and are taught the appropriate grammar at the right time. Grammar rules and patterns will be taught by level of challenge:

- We start with nouns and articles and 1st person singular of high frequency verbs in Early Learning units.
- We move on to the use of the possessive, the concept of adjectives, use of the negative form, conjunctions/connectives and introduce the concept of whole regular verb conjugation in Intermediate units.
- We end with opinions and introduce the concept of whole high frequency irregular verb conjugation in Progressive units.

The school Curriculum Overview serves as an overall ‘teaching map’ outlining what each class will be taught and when it will be taught. Each teaching unit is divided into 6 fully planned lessons.

- Each unit and lesson will have clearly defined objectives and aims.
- Each lesson will incorporate interactive whiteboard materials to include ample speaking and listening tasks within a lesson.
- Lessons will incorporate challenge sections and desk-based activities that will be offered with three levels of stretch and differentiation.
- Reading and writing activities will be offered in all units.
- Every unit will include a grammar concept which will increase in complexity as pupils move from Early Language units, through Intermediate units and into Progressive units.

Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. Language Angels thinks of the progression within the 6 lessons in a unit as 'language Lego'. Over the course of a 6-week unit children are encouraged to build more complex and sophisticated language structures with their blocks of language knowledge.

Beyond core statutory requirements, our intent is to make language learning functional, purposeful, and contextualised. Language enrichment activities transition pupils from passive classroom learners to active language users, providing authentic, real-world scenarios where they can apply their developing knowledge. To maximise knowledge retention and long-term memory retrieval without overloading the weekly timetable, short, structured songs and games are embedded across the school week. These brief, frequent intervals serve as low-stakes recall practice.

Assessment

Formative assessment is woven into our daily Spanish pedagogy to dynamically track the three pillars of language progression: phonics (sound-spelling relationships), vocabulary, and grammar. Teachers utilise low-stakes, live diagnostic tools integrated into the Language Angels platform alongside responsive classroom practices. This includes tracking oracy and listening accuracy during interactive whiteboard games, monitoring pronunciation during choral chanting, and reviewing pupil responses during mini-plenaries. Immediate feedback and error correction ensure that phonetic misconceptions are rectified before they become embedded. These ongoing, verbal, and observational insights directly inform teaching paths, ensuring that structural building blocks are secure before new language units are introduced.

The opportunity to assess 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 is provided at the end of each 6-week teaching unit. This information will be recorded and will be monitored by the Language Subject Leader to ensure teaching is targeted and appropriate for each pupil, class and year group.

Equal Opportunities and Inclusion

At our school, we are committed to providing an inclusive, highly accessible, and ambitious Languages curriculum that removes barriers to learning. We ensure that all pupils, including those with SEND, EAL, and those from disadvantaged backgrounds, have equal access to the full Spanish curriculum.

We systematically adapt the Language Angels scheme to meet diverse learner profiles through a tiered approach to support and scaffolded learning. To support pupils with working memory difficulties or cognitive processing delays, lessons are broken down into small, digestible steps. We utilize the visual flashcards, dual-coding graphics, and colour-coded word classes provided by Language Angels to scaffold sentence building without relying solely on text. Pupils who face barriers with reading and writing are supported by an oracy-first pedagogy. The heavy integration of native-speaker audio loops, physical actions, weekly songs, and interactive games ensures that pupils can access, enjoy and master the phonetic and verbal elements of Spanish prior to, and alongside, the written word. Pupils with English as an Additional Language are actively encouraged to leverage their existing multilingual skills. The phonetic nature of Spanish often allows EAL learners to excel, boosting their academic confidence. Vocabulary comparisons across English, Spanish, and their home languages are explicitly highlighted to enrich their overall linguistic awareness.

Monitoring and Evaluation

Through structured discussions with groups of learners from diverse starting points (including SEND, EAL, and disadvantaged pupils), the Language leader tests long-term memory retention by asking pupils to recall core vocabulary, demonstrate taught phonics rules and share their learning experiences from enrichment activities. Periodic learning walks, focusing on the implementation of Language Angels resources, monitors the active engagement of children and how effectively teachers manage cognitive load. The Subject Leader systematically reviews usage data and progress tracking dashboards within the Language Angels platform. This confirms that all year groups are completing their designated units sequentially and that assessment outcomes are actively shaping subsequent lesson paths. Termly checks ensure the statutory requirements of the National Curriculum are met and the spaced retrieval loops (songs and games) are being delivered across the school week to secure knowledge in the long-term memory.

Impact

The impact of our Spanish curriculum is evidenced by pupils who are highly motivated, linguistically confident and culturally aware. We measure impact through the children's ability to retain, recall and spontaneously apply their Spanish knowledge over time. The systematic combination of the Language Angels framework and retrieval practice ensures that vocabulary, phonics and grammar move firmly into pupils' long-term memory.

By the end of Key Stage 2, our pupils demonstrate clear pronunciation, fluid articulation and growing spontaneity when speaking in paragraphs or participating in transactional dialogue. They can successfully decode unfamiliar words using taught phonetic rules and construct structurally sound sentences using their knowledge of verb inflections and word order. In addition we aim to provide children with a rich understanding of Spanish-speaking cultures and the confidence to navigate real-world situations. Ultimately, our curriculum equips all children, regardless of their starting point, with the foundational skills, oracy, and international outlook required to transition smoothly into Key Stage 3 language learning.