

Whole school intent, implementation and impact document

Intent

At Wenlock we aim to offer a broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. By providing interesting and engaging lessons, the children are given the confidence and independence to explore the language structure. Communication skills, speaking, listening, reading, and writing are all greatly enhanced by language learning. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. Our intention is that they will be working towards becoming life-long language learners.

Implementation

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 across the school. Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge - building blocks of language into more complex, fluent and authentic language.

Impact

Language Angels units are designed to ensure progressive learning and challenge. Each subsequent lesson within a unit builds upon the previous one, increasing in level of challenge, stretch, and linguistic complexity.

As pupils advance from Early Learning units to Intermediate and Progressive units, they encounter more demanding tasks that require greater knowledge and skill application. Lessons contain progressively more text in both English and French, allowing children to become more confident and ambitious in their language learning.

Early Learning units focus on basic nouns and articles, teaching pupils how to formulate short phrases. In contrast, Progressive units expose pupils to longer texts, encouraging them to create more personalised responses using a wider range of vocabulary, linguistic structures, and grammatical knowledge. Pupils learn to create longer pieces of spoken and written language, incorporating conjunctions, adverbs, adjectives, opinions, and justifications.

Throughout their language learning journey, pupils continuously build on their previous knowledge, with previous language being recycled, revised, recalled, and consolidated whenever possible and appropriate.

Teachers use long-term planning documents such as Language Angels unit planners to ensure that the correct units are taught to the appropriate classes. Short-term planning documents, including unit overviews and individual lesson plans, guide teachers in what and how to teach in each lesson, unit, and scholastic term.

Pupils are provided with pupil-friendly overviews of each unit, allowing them to review their learning at the beginning and end of each unit. They can articulate their learning objectives and keep records of their progress using unit learning intention sheets and core vocabulary sheets.

Assessment of pupil learning and progression in speaking, listening, reading, and writing skills is provided at the end of each 6-week teaching unit. Pupils are offered self-assessment grids to track their progress, with the expectation that they make good or better progress in their language learning journey. Individual progress is tracked and reported to pupils and parents/carers in line with school recommendations.