



# Languages at Grove Church of England Primary

Revised 2026

## LONG TERM PLAN

### Statement of Intent



***"Language is not a genetic gift, it is a social gift. Learning a new language is becoming a member of the club – the community of speakers of that language." – Frank Smith***

Learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others. It provides a valuable educational, social and cultural experience for our pupils, including those with special educational needs and/or disabilities. It helps them to develop communication skills, including the core skills of listening, speaking, reading and writing. The children's knowledge of how language works, phonology and elements of grammar will be developed and extended. Lessons will enable pupils to make substantial progress in our chosen language, Spanish. The transferable language learning skills gained will assist and lay foundations for further language learning. It will provide pupils with the confidence and independence to explore and be able to attempt manipulation of the structure of language.

Over the four years of Key Stage 2, the children of Grove CE Primary will build up their knowledge of Spanish vocabulary and grammar, practising their listening, speaking and writing skills as well as deepening their understanding of different Spanish-speaking cultures from around the world.

The national curriculum for languages aims to ensure that all pupils:

- ❖ understand and respond to spoken and written language from a variety of authentic sources
- ❖ speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- ❖ can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- ❖ discover and develop an appreciation of a range of writing in Spanish

Pupils will be taught to:

- ❖ listen attentively to spoken language and show understanding by joining in and responding
- ❖ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- ❖ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- ❖ speak in sentences, using familiar vocabulary, phrases and basic language structures
- ❖ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- ❖ present ideas and information orally to a range of audiences
- ❖ read carefully and show understanding of words, phrases and simple writing
- ❖ appreciate stories, songs, poems and rhymes in the language
- ❖ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- ❖ write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- ❖ describe people, places, things and actions orally and in writing
- ❖ understand basic grammar appropriate to the language being studied, including masculine and feminine forms and the conjugation of high-frequency verbs; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

## Implementation

Grove CE Primary follows the National Curriculum, supported by a clear skills and knowledge progression. The twelve aims as set out above from the Key Stage 2 National Curriculum for Languages are revisited throughout the four-year scheme across units of work that are based on familiar themes. All lessons are supported by high-quality audio clips of native speakers, following the Primary Languages Network scheme of work. Their specialist-led approach, including native speaker video teaching and whole-school CPD, ensures our pupils experience engaging, progressive language learning from Year 3 to Year 6. Each year will build upon the grammar and vocabulary taught in the year before, and opportunities are provided to revisit key vocabulary outside of Spanish lessons; for example, with the Spanish day of the week, date and month of the year written and read each day, or by answering the register with Spanish phrases.

To promote an active learning of languages a range of teaching methods are implemented to ensure that the children are developing their linguistic skills through listening, speaking, reading and writing in order to be secondary ready. Activities can consist of actions, rhymes, stories, song, drama, grammar focus, video clips, air writing, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills. Written work is kept in workbooks, although formal writing is not the outcome of every lesson. The skill of writing is developed through use of whiteboards and air writing leading to writing in books.

### **Inclusion**

All children, regardless of background or any additional needs, have the right to a good quality education. Through differentiation and additional support, all children can enjoy learning a language, develop communication skills, discover more about the world and its diversity, and celebrate and appreciate cultural and linguistic differences. These skills can then be linked to and developed in other curriculum areas.

### **Assessment:**

Our curriculum is planned to demonstrate progression both in core skills and language learning skills. Assessment for learning takes place during lessons in order to evaluate and provide immediate feedback to improve further. Errors are corrected by being 're-framed' and growth mindset is encouragement for all to 'have a go' and learn from any mistakes. Pupils self-assess each learning objective using PLN's self-assessment cloud documents. There are inbuilt opportunities to carry out summative assessment (Puzzle It Out) three times during the year in listening, speaking, reading and writing in order to track progress. The aim is for a core body of language (words and phrases) to be 'left in the sieve' (as quoted by Dr Michael Wardle, HMI Lead for Languages) by the end of each stage.

Through the use of Puzzle It Out assessments and the tracking of results using a spreadsheet, progress can be monitored, and show the impact of language learning. The outcomes of these assessments allow staff to identify any of the core skills which still need developing and any areas of content which need further reinforcement.

### **Impact**

By the time our pupils leave us in Year 6, we aim for them to have;

- ❖ The ability to communicate in another language through writing and speaking.
- ❖ Knowledge of a culture different to their own.
- ❖ Excitement and enjoyment about speaking in Spanish.
- ❖ A foundation for learning further languages in the future.

<p><b>Year 3</b></p>	<p>Stage 1 Term 1 A New Start</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Say a greeting</li> <li>• Respond to a question about name or feelings</li> <li>• Attempt a question – name or feelings</li> <li>• Remember some numbers between 0-10</li> <li>• Say at least 4 colours</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Speak confidently</li> <li>• Identify key sounds</li> <li>• Ask question with intonation.</li> <li>• Read some familiar target language words</li> <li>• Copy/write familiar target language words</li> </ul>	<p>Stage 1 Term 3 Calendar and Celebrations</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Read and say some adjectives of colour</li> <li>• Recognise, say and attempt to write the days of the week</li> <li>• Recognise and say most months</li> <li>• Attempt to write accurately an important month of year</li> <li>• Attempt to say and write the date</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Speak confidently</li> <li>• Identify key sounds</li> <li>• Ask question with intonation.</li> <li>• Listen attentively</li> <li>• Make links with other languages</li> </ul>	<p>Stage 1 Term 5 Animals</p> <ul style="list-style-type: none"> <li>• Remember and say animal nouns</li> <li>• Write a simple sentence about a favourite animal</li> <li>• Know what a noun is and recognise one in a sentence</li> <li>• Know the phrase “My favourite animal is..”</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Speak confidently</li> <li>• Imitate pronunciation</li> <li>• Ask a question accurately</li> <li>• Listen attentively</li> <li>• Make links with other languages</li> <li>• Practise with a partner</li> <li>• Write simple sentences using a model.</li> </ul>
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## Year 4

### Stage 1

Term 1 Carnival and Numbers

#### **Knowledge:**

- Know and say the numbers 1-20
- Know how to say your age
- Recall personal information questions from Year 3
- Say at least 4 colours

#### **Skills:**

- Speak confidently
- Recall and use prior learning
- Ask a question accurately
- Listen attentively
- Imitate pronunciation
- Make links with English and home languages

### Stage 1

Term 3 The Hungry Giant

#### **Knowledge:**

- Understand, read and say the names of common fruits and vegetables.
- Know and say the numbers to 20
- Combine numbers and new vocabulary to count fruits
- Know how to ask politely for an item
- Know how to write a simple sentence using the conjunction 'and'.

#### **Skills:**

- Speak confidently
- Join in with a story
- Recall and use prior learning
- Listen attentively
- Imitate pronunciation
- Make links with other languages
- Write simple sentences using a model.

### Stage 1

Term 5 Going on a picnic and Where I live

- Remember and say familiar colours
- Ask the question 'Where do you live?'
- Respond to the question with 'I live in'.
- Know vocabulary for places.
- To know the difference between singular and plural nouns.

#### **Skills:**

- Speak confidently in words and phrases
- Join in with a story
- Imitate pronunciation
- Recall prior learning
- Ask a question accurately
- Listen attentively
- Make links with other languages
- Practise with a partner
- Write simple sentences using a model.

## Year 5

### Stage 2

Term 1 Welcome to School

#### Knowledge:

- Know how to answer several questions about themselves
- Know how to ask several questions about a friend
- Know common classroom instructions
- Recall the days of the week and months of the year
- Know, say and write some nouns for places in school
- Know, say and write some nouns for classroom objects
- Know how school in Spain differs from the UK

#### Skills:

- Speak confidently in words, phrases and sentences.
- Identify key sounds and silent letters.
- Identify language patterns
- Recall and use prior learning
- Ask a question with the correct intonation
- Listen attentively
- Read some familiar and unfamiliar words in Spanish
- Write familiar Spanish words from memory

### Stage 2

Term 3 My Town, Your Town

#### Knowledge:

- Know commands of position and direction
- Recognise and read places in towns and the names of shops in Spanish
- Know how to ask and answer the question "Where is..."
- Listen and respond accurately to a sequence of commands.
- Know that singular nouns can be masculine or feminine.

#### Skills:

- Speak confidently in words, phrases and sentences.
- Identify key sounds and silent letters.
- Identify language patterns
- Recall and use prior learning
- Ask a question with the correct intonation
- Listen attentively

### Stage 2

Term 5 Alien Family and Faces

#### Knowledge:

- Remember and say nouns for family members
- Recognise, understand and say parts of face nouns
- Know how to write a simple sentence with a number and a face part noun.
- Know how Epiphany is celebrated in Spain
- Know how to use the first person singular of the verbs to have and to be.

#### Skills:

- Speak confidently in words and phrases
- Using a bilingual dictionary
- Imitate pronunciation
- Recall prior learning
- Make educated guesses from context
- Identify sounds and silent letters
- Make links with other languages
- Practise with a partner
- Write simple sentences using a model.

## Year 6

### Stage 2

#### Term 1 Moving Our Bodies

##### **Knowledge:**

- Know how to use a Spanish verb as a command
- Know how plural nouns are formed
- Know how to use colours as adjectives with nouns
- Know movement commands
- Know how to say a physical description using 'I have'
- Know how to generate simple sentence descriptions with an adjective and a noun
- Know how to give a sequence of physical movement commands

##### **Skills:**

- Speak confidently in words, phrases and sentences.
- Imitate the pronunciation of sounds
- Use a bilingual dictionary to check spellings or look up new words
- Make educated guesses using context
- Recall and use prior learning

### Stage 2

#### Term 3 At the Doctors/ Jungle Animals

##### **Knowledge:**

- Know a greater variety of body part nouns
- Know how to explain what hurts and how you are feeling.
- Know how to ask the question "What is wrong?"
- Know jungle animal nouns
- Know adjectives of colour and size
- Say and write a simple sentence containing a noun, an adjective and a conjunction.

##### **Skills:**

- Speak confidently in words, phrases and sentences.
- Recall and use prior learning
- Ask a question accurately
- Listen attentively
- Write simple sentences using a model

### Stage 2

#### Term 5 Summertime

##### **Knowledge:**

- To read and write three simple sentences about the weather.
- Recognise, understand and say some ice cream flavours
- Know how to say "I like", "I love" and "I dislike"
- Know some places in Spain
- Know how to ask for an item politely

##### **Skills:**

- Speak confidently in words and phrases
- Imitate pronunciation
- Recall prior learning
- Make links with other languages
- Practise with a partner
- Write simple sentences using a model.