Inspire Education Trust

Together we achieve, individually we grow

Languages Curriculum Policy

Policy Date: 01/09/2026

Review Date: 01/09/2028

Document History

Version	Status		Date	Author	Summary Changes
V1			01/05/2024	L Jonck (Strategic Languages Lead)	New policy
V2			July 2026	L Jonck	Updated planning guidance for individual Academies to reflect bespoke 'Language Scheme choices' locally.

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Languages Curriculum

The Languages Curriculum at Inspire Education Trust provides children with exciting, ambitious, relevant, and above all memorable learning opportunities designed to develop their knowledge and skills progression within an identified modern foreign language. Identified areas of learning are motivating and engaging, with clear links to everyday life. Within Early Years and Key Stage 1, children develop foundational communication skills and have exposure to the chosen language of study through additional language learning opportunities. Within Key Stage 2, the Languages Curriculum is taught discretely as a compulsory curriculum subject. The language of study (French or Spanish) is suitably selected for each school, dependent on their local context, 'Languages on offer' within Feeder Secondary Schools, acknowledging the diversity of our schools and communities.

1. Aims

The aims of the Languages Curriculum at Inspire Education Trust are:

- To inspire a love of languages and a curiosity in another language and its people
- To build spoken language skills, developing speakers who can communicate in a modern foreign language across a range of meaningful contexts
- To explore the world beyond their own culture and develop an awareness and empathy of the multilingual and multicultural society that we are living in
- To enable expression of ideas and thoughts in another language including response to speakers both in speech and in writing
- To further develop an understanding of their own language and to make comparisons with a modern foreign language, enriching their understanding of both.

In Key Stage 2 lessons are taught once per week for half of each term. The Languages Curriculum is strategically designed in a spiral manner so that prior learning is revisited and built upon in a spaced and progressive cumulation of knowledge and skills.

2. Enrichment Experiences/Links with Parents and the Community

The Languages Curriculum aligns with all British Values, particularly tolerance, which promotes an awareness of the languages and cultures represented by children, their families and staff within schools. Teachers routinely celebrate children's achievements through school newsletters, displays in classrooms and shared areas, and in assemblies where children are encouraged to share their knowledge and skills with the rest of the school. Staff promote inclusive and nurturing classroom environments in which children feel free to share their experiences, knowledge and understanding of languages.

In addition to this, parents*/carers and the wider community may be involved in the following ways:

- Curriculum letters are sent to parents at the start of each term, outlining key information about the Language Curriculum within specific year groups;
- 'European Day of Languages' is highlighted and celebrated through social media, activities, assemblies;
- Parents volunteer and hear children read in English, a strong command of which is necessary for additional language learning;
- Parents may be invited in to school to inspire and share knowledge e.g. linked to a particular part of the Thematic or Religious Education Curriculum, presenting how languages are used in their work (For example, through additional career development sessions).
- Visits from Language students or Language teachers from local schools and universities support, inspire and prepare children for transition to secondary school;
- Visits from native speakers including trainee teacher placements.

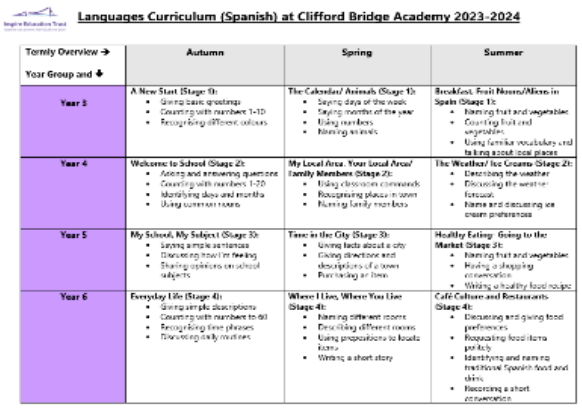
*'parents' includes other family members connected with the child

3. Languages Curriculum Planning

The Inspire Languages Curriculum uses subject content from the 2014 Primary National Curriculum and carefully selected units from each Academy's specifically selected discrete languages scheme to create a bespoke curriculum which progressively builds language knowledge and skills within and across KS2 Year Groups.

Long Term Plans:

These take the form of a Curriculum overview which gives a summary of what Language units will be taught and when across Key Stage 2. These are the same for each school that teaches the same language and highlights the key learning for each year group.

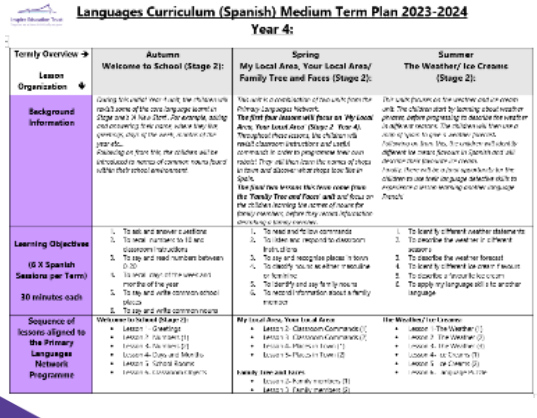


Languages Curriculum (Spanish) at Clifford Bridge Academy 2023-2024

Termly Overview → / Year Group and ↓	Autumn	Spring	Summer
Year 3	**A New Start (Stage 1):** • Giving basic greetings • Counting with numbers 1-10 • Recognising different colours	**The Calendar/ Animals (Stage 1):** • Saying days of the week • Saying months of the year • Using numbers • Naming animals	**Breakfast, Fruit Nouns/Mixes in Spain (Stage 1):** • Naming fruit and vegetables • Counting fruit and vegetables • Using familiar vocabulary and to sing about ice cream places
Year 4	**Welcome to School (Stage 2):** • Asking and answering questions • Counting with numbers 1-20 • Identifying days and months • Using common nouns	**My Local Area, Your Local Area/ Family Members (Stage 2):** • Using classroom commands • Recognising places in town • Naming family members	**The Weather/ Ice Creams (Stage 2):** • Describing the weather • Discussing the weather forecast • Name and discussing ice cream preferences
Year 5	**My School, My Subject (Stage 3):** • Saying simple sentences • Discussing how I'm feeling • Sharing opinions on school subjects	**Time in the City (Stage 3):** • Giving facts about a city • Giving directions and descriptions of a town • Purchasing an item	**Healthy Eating- Going to the Market (Stage 3):** • Naming fruit and vegetables • Having a shopping conversation • Writing a healthy food recipe
Year 6	**Everyday Life (Stage 4):** • Giving simple descriptions • Counting with numbers to 60 • Recognising time phrases • Discussing daily routines	**Where I Live, Where You Live (Stage 4):** • Naming different rooms • Describing different rooms • Using prepositions to locate items • Writing a short story	**Café Culture and Restaurants (Stage 4):** • Discussing and giving food preferences • Requesting food items politely • Identifying and naming traditional Spanish food and drink • Rescreing a short conversation

Medium Term Plans:

These take the form of a one-page document which documents prior learning, the learning objectives for each lesson and how the lesson plans links to specifically selected discrete scheme. Fore example,:



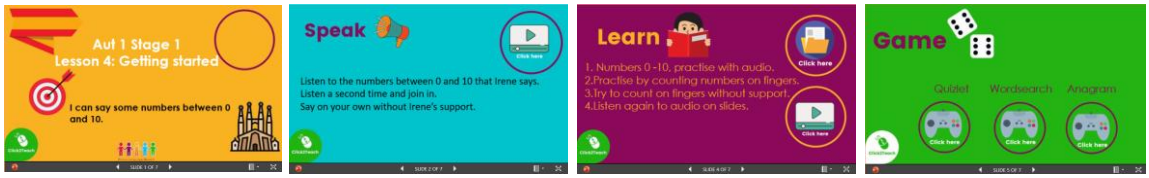
Languages Curriculum (Spanish) Medium Term Plan 2023-2024
Year 4:

Termly Overview → / Lesson Organization ↓	Autumn Welcome to School (Stage 2):	Spring My Local Area, Your Local Area/ Family Tree and Faces (Stage 2):	Summer The Weather/ Ice Creams (Stage 2):
Background Information	Starting from what Year 4 pupils will already know, the children will revisit some of the core language learnt in Stage one's 'A New Start'. For example, asking and answering their name, age and key ice cream, days of the week, months of the year etc... Building on from this, the children will be introduced to names of common rooms found within their school environment.	You will be investigation of two units from the Primary Languages Network. **The first four lessons will focus on 'My Local Area, Your Local Area' (Stage 2 Year 4).** Throughout these lessons, the children will revisit classroom instructions and useful commands in order to ping-pong their own needs! They will then learn the names of shops in town and discover what shops look like in Spain. **The final two lessons that have come from the 'Family Tree and Faces' unit** and focus on the children learning the names of some of their family members, before they learn how to describe physically a family member.	The unit focuses on the weather and ice cream unit. The children start by learning about weather phrases, before progressing to describe the weather in different seasons. The children will then learn about different ice cream flavours. Following on from this, the children will learn the different phrases to describe ice cream preferences. Finally, there will be a focus specifically for the children to use their language detective skills to recognise and revise learning of other languages, particularly French.
Learning Objectives (6 X Spanish Sessions per Term) 30 minutes each	1. To ask and answer questions 2. To recall numbers to 10 and classroom instructions 3. To say and read numbers between 0-20 4. To recall days of the week and months of the year 5. To say and write common school places 6. To say and write common nouns	1. To read and follow commands 2. To listen and respond to classroom instructions 3. To say and recognise places in town 4. To identify 'who is' either in routine or family 5. To identify and say family nouns 6. To recall information about a family member	1. To identify different weather statements 2. To describe the weather in different seasons 3. To describe the weather forecast 4. To identify different ice cream flavours 5. To describe a favourite ice cream 6. To apply my language skills to another language
Sequence of lessons- aligned to the Primary Languages Network Programme	**Welcome to School (Stage 2):** • Lesson 1 - Greetings • Lesson 2 - Numbers (1) • Lesson 3 - Numbers (2) • Lesson 4 - Days and Months • Lesson 5 - School Rooms • Lesson 6 - Classroom Objects	**My Local Area, Your Local Area** • Lesson 1 - Classroom Commands (1) • Lesson 2 - Classroom Commands (2) • Lesson 3 - Places in Town (1) • Lesson 4 - Places in Town (2) **Family Tree and Faces** • Lesson 1 - Family members (1) • Lesson 2 - Family members (2)	**The Weather/ Ice Creams:** • Lesson 1 - The Weather (1) • Lesson 2 - The Weather (2) • Lesson 3 - The Weather (3) • Lesson 4 - Ice Creams (1) • Lesson 5 - Ice Creams (2) • Lesson 6 - Language Link

Primary Languages Network

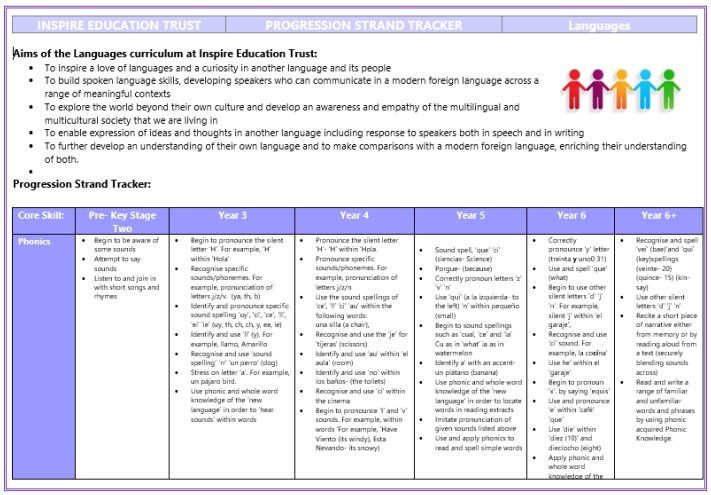
Short Term Plans:

These take the form of interactive presentations which have songs, activities and tasks linked to them, correlating with the learning objectives. The presentations include native speakers' voices so that all children hear authentic language spoken. The lessons prioritise spoken language and give children the opportunities to speak, learn and rehearse new vocabulary and then build and write sentences using the phonics, vocabulary and grammar skills recorded in the Languages strand tracker. Teachers are expected to select and adapt resources to meet the needs of their pupils and use additional resources as necessary to ensure that all lessons are taught comprehensively.



4. Scaffolding

Within all Language lessons, teachers use scaffolding to support and enable all children, whether working below, at, above age-related expectations or identified as SEND, to access the learning for their current year group. This enables all children to benefit from the Languages Curriculum at a suitable challenge level. Scaffolding is provided by class teachers based on their knowledge of the children within their classes, and those children's needs. A range of strategies are used when fit-for-purpose to support children's access to learning and provide additional challenge, including task, grouping and use of resources. The Languages Progression Strand Tracker is used by teachers and leaders to ensure appropriate scaffolding towards the core knowledge and skills within the Languages Curriculum.



INSPIRE EDUCATION TRUST | PROGRESSION STRAND TRACKER | Languages

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Progression Strand Tracker:

Core Skill:	Pre- Key Stage Two	Year 3	Year 4	Year 5	Year 6	Year 6+
Phonics	• Begin to be aware of some sounds • Attempt to say sounds • Listen to and join in with short songs and rhymes	• Begin to pronounce the silent letter 'H'. For example, 'H' within 'Hola' • Recognise specific sounds/phonemes. For example, pronunciation of letters j/z/n. (ya, th, b) • Identify and pronounce specific sound spelling 'oy', 'ói', 'oe', 'll', 'ei' 'ie' (oy, th, ch, ch, y, ee, ei) • Identify and use 'll' (y). For example, llamo, Amarilla • Recognise and use 'sound spelling' 'rr' 'un perro' (dog) • Stress on letter 'a'. For example, un pájaro bird. • Use phonic and whole word knowledge of the 'new language' in order to 'hear sounds' within words	• Pronounce the silent letter 'H'- 'H' within 'Hola. • Pronounce specific sounds/phonemes. For example, pronunciation of letters j/z/n • Use the sound spellings of 'ce', 'll' 'ci' 'au' within the following words: una silla (a chair), • Recognise and use the 'je' for 'tijeras' (scissors) • Identify and use 'au' within 'el aula' (room) • Identify and use 'no' within los baños- (the toilets) • Recognise and use 'ci' within the cinema • Begin to pronounce 'l' and 'v' sounds. For example, within words 'For example, 'Have Viento (its windy), Esta Nevando- its snowy)	• Sound spell, 'que' 'ci' (ciencias- Science) • Porque- (because) • Correctly pronoun letters 'z' 'v' 'ri' • Use 'qui' (a la izquierda- to the left) 'n' within pequeño (small) • Begin to sound spellings such as 'cual, 'ce' and 'ai' Cu as in 'what 'ai as in watermelon • Identify a' with an accent- un plátano (banana) • Use phonic and whole word knowledge of the 'new language' in order to locate words in reading extracts • Imitate pronunciation of given sounds listed above • Use and apply phonics to read and spell simple words	• Correctly pronounce 'y' letter (treinta y uno0 31) • Use and spell 'que' (what) • Begin to use other silent letters 'd' 'j' 'n'. For example, silent 'j' within 'el garaje', • Recognise and use 'ci' sound. For example, la cocina' • Use he' within el 'garaje' • Begin to pronoun 'x'. by saying 'equis' • Use and pronounce 'e' within 'café' 'que' • Use 'die' within 'diez (10)' and dieciocho (eight) • Apply phonic and whole word knowledge of the	• Recognise and spell 'vei' (bael'and 'qui' (key)spellings (winter- 20) (quince- 15) (kin-say) • Use other silent letters 'd' 'j' 'n' • Recite a short piece of narrative either from memory or by reading aloud from a text (securely blending sounds across) • Read and write a range of familiar and unfamiliar words and phrases by using phonic acquired Phonic Knowledge.

Within Language learning scaffolding may include:

- Key vocabulary being accessible with its translation into English;
- Use of sentence stems and sentence structures;

- Use of talking tins to record spoken language;
- Use of colour to identify parts of words and sentences;
- Effective deployment of support staff.

5. Assessment in Languages

Throughout all Language units, retrieval practice strategies are used by teachers to activate prior learning, and revise and consolidate core knowledge. Strategies used include low stakes quizzes, true or false activities and group games

In Language learning, assessment is continuous and ongoing which includes:
• Effective use of retrieval practice;
• Questioning and discussion;
• Children's written work in Languages books;
• Children's overall oral engagement in lessons;
• Peer- and Self-assessment.

At the end of each Languages unit/term of learning, children are assessed by teachers as to their ability to understand, speak, remember and apply the phonics, vocabulary and grammar required in each unit. Teachers identifiy children who are 'working at', 'working above' or 'working below' age-related expectations for teacher use only. Gaps in learning for groups of children are also identified, so to inform personalisation of future Languages short-term planning and priorities for learning reviews.

6. Monitoring

Planning:
Long- and medium-term planning is provided for staff by the Trust Curriculum Team. Short-term planning, academy-based personalisation and scaffolding is done at a localised level within individual Academy settings

Languages books:
These are monitored on a regular basis by members of the Individual Academy Leadership Teams, working alongside the Trust Curriculum Team as appropriate. Expectations for standards in Languages books are outlined to staff.

Pupil Voice:
As part of regular pupil voice activities, children are invited to share their work and their views on the Languages curriculum with the Head Teacher or members of the School Leadership team.

Learning Walks and Lesson Observations:
These take place as part of the cycle of school self-evaluation and monitoring.

7. Languages in Early Years

The Early Years Foundation Stage delivers language content through the 'Communication and Language' and 'Understanding of the World' strands of their bespoke curriculum. This involves providing children with a language-rich environment and a variety of opportunities such as reading, storytelling and role play to develop children's knowledge and use of a wide vocabulary and range of sentence structures. Children have extensive opportunities to explore and develop their understanding of their physical environments and community within our culturally and socially diverse world. Children are encouraged to consider contexts which are similar and different to their own. These interactions lay the foundations needed for language and cognitive development and cultural and social understanding. Children are assessed against Early Learning Goals at the end of their Reception year.

8. Equal Opportunities

We aim to give all children, irrespective of age, gender or ethnic origin equal opportunity to make maximum progress. It is expected that all children will be given the opportunity to learn the Languages Curriculum in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. All lessons are scaffolded appropriately to meet the needs of all learners. It is hoped that this approach will motivate and support children's learning at all levels, including children identified with a Special Educational Need (SEND).

9. Roles and Responsibilities

The Trust's Curriculum Team, the Head of Education, Primary, and Trust Standards Committee have overall responsibility for the Languages Curriculum. They are supported by members of each academy's Senior Leadership Team, Language Lead and individual Teachers to effectively implement the Languages programme at a localised level (individual Academy)

All teaching staff are responsible for the personalising of planning and delivery of the Languages Curriculum on a weekly basis and for making cross-curricular links where appropriate. Staff make amendments to planning in order to maximise and adapt provision as needed to cater for the children within the individual classes.

10. Review

This policy will be reviewed in line with the Trust Improvement Plan.

Written By:	Mathew Thomas	September 2024
Reviewed By:	Lucy Jonck	July 2026
Senior Lead Review:	Mathew Thomas	July 2026
Next Review Date:		July 2028
Approved by Directors:		05.10.26

Signed:



Lois Whitehouse
CEO



Nicky Aston
Chair of Trust Standards