

Stradbroke CE Primary School

Languages Curriculum Statement



Aims and objectives

The aim of languages teaching is to provide an opening to other cultures. It should foster pupils' curiosity and deepen their understanding of the world.

The aims of teaching languages in our school have been written with reference to the aims of the National Curriculum. Our aims are:

- To enable children to understand and respond to spoken and written language from a variety of authentic sources;
- To enable children to 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;
- To enable children to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt;
- To enable children to discover and develop an appreciation of a range of writing in the language studied.

Languages Curriculum Planning

We use the national curriculum as the basis for our languages planning, making adjustments to relate teaching and learning to our local context.

A yearly long term plan is devised making reference to previous languages learning to ensure that the breadth of curriculum is delivered in our mixed year group classes. Language topics are planned so that they build upon prior learning, making changes where necessary to the planning to meet the needs of mixed year group classes and to ensure learning is relevant and engaging for the children. The subject lead for computing devises this long term plan in discussion with class teachers.

Subject Content

Early Years Foundation Stage (EYFS)

Although there is no requirement to teach languages in the EYFS, we do provide opportunities for them to begin to engage with different languages as part of their learning in Understanding the World. This may be through lessons within class or as part of a whole-school days such as our annual Language and Culture day.

Key Stage 1 and 2

Although there is no requirement to teach languages in Key Stage 1 we do provide opportunities for them to begin to engage with different languages to provide a foundation for their learning in Key Stage 2 and also to spark a curiosity for learning other languages.

In Key Stage 2, the language predominantly taught is French. This is to enable children to build upon their prior learning and make connections so that they make good progress in learning a language throughout their time with us in Key Stage 2.

Key concepts and ideas are revisited throughout the key stages to ensure that children develop a secure understanding.

Teaching & Learning Style

Language teaching focuses on enabling children to think as linguists. We place an emphasis on using a range of sources to develop children's skills in terms of speaking, reading and writing a foreign language. We believe in whole-class teaching methods and we combine these with individual learning activities. We encourage children to ask and answer language questions. We recognise the fact that there are children of different abilities and we provide suitable learning opportunities for all children by:

- Setting common tasks which are open-ended and can have a variety of responses.
- Setting tasks of varying difficulty, enabling all children to work to their full potential.
- Providing a range of challenges using different resources.
- Using teaching assistants to support the work of individual children or groups of children.

Cross Curricular Links and Wider Learning Opportunities

Where relevant and appropriate, meaningful links are created between languages and other curriculum subjects. For example, our annual Language and Culture day encourages children to immerse themselves in the culture of different countries by learning more about their language, food, currency and many other aspects of their culture. Where appropriate, we invite visitors in to help ensure our children learn about a wide variety of cultures and ways of life. Encouraging children to make these links strengthens their learning by giving them a variety of contexts to apply it to.

Wider learning opportunities are used thoughtfully and to great effect in languages to help bring a subject to life or to make learning clearer for our children. These opportunities are referred to in our individual class entitlement documents which are completed each year to ensure all children receive a variety of learning experiences as part of a broad and balanced curriculum.

Personal, Social and Health Education (PSHE) and Citizenship

It is impossible to study languages without developing children's PSHE. By learning about different countries, the language they speak and the cultures within them, our children are given opportunities to relate their learning to their own lives. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

Spiritual, Moral, Social and Cultural Development

When teaching languages, we contribute to the children's spiritual development where possible. Our languages curriculum enables children to make links between Britain's rich cultural heritage and that of other countries, making comparisons between language and the wider elements of different countries' cultures too.

Equal Opportunities

We will ensure that all children are provided with the same learning opportunities whatever their social class, gender, culture, race, disability or special educational needs (SEN). As a result, we hope to enable all children to develop a positive attitude towards others. All pupils have equal access to languages lessons. Resources for SEN children and gifted & talented will be made available to support and challenge appropriately.

Assessment

Teachers assess children's work in languages by making assessments as they observe them working during lessons. They record the progress that children make by assessing the children's work against the aims of the national curriculum and learning objectives within the lesson. Teachers will use a range of tools to assess children including discussion and questioning, observations, quizzes and recaps and, where appropriate, summative

assessments. This allows the teacher to make termly assessments of attainment and progress for each child.

Resources

There are sufficient resources for all languages teaching units in the school. There is a supply of books and we use a range of websites to support children's learning. Visitors are organised to support the languages curriculum.

Monitoring and Review

The languages subject lead is responsible for monitoring the standard of the children's work and the quality of teaching in languages. The subject lead is also responsible for supporting colleagues in the teaching of languages, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

This guidance is monitored by all teaching staff with the leadership team. It will be reviewed when changes are made to the curriculum.