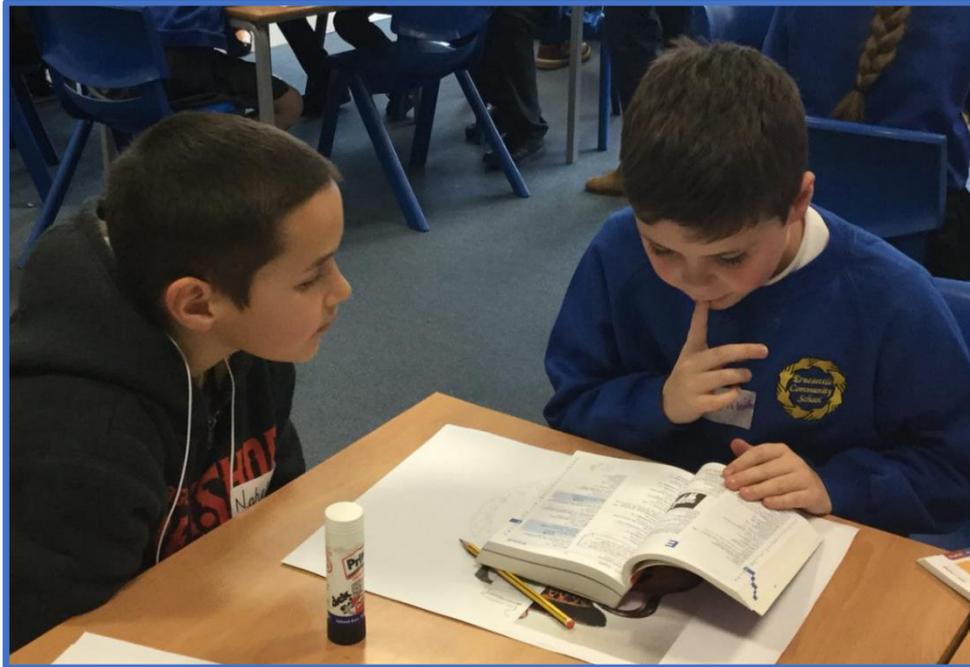




Primary Languages Curriculum Statement



Intent

The 2014 National Curriculum for Modern Foreign Languages aims to ensure that all children:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Are able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and that they are 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 the language studied.
- Children are encouraged to be investigative linguists, looking for cognates and words that they can link to their English vocabulary, giving them ownership of their own learning and fostering a curiosity for foreign languages and the history of how European languages have evolved, particularly linking to the Norman influence on the English language.

A high-quality languages education should foster children's curiosity and deepen their understanding of the world. At Ernesettle Community School we are committed to

ensuring that competence in another language enables children to interpret, create and exchange meaning within and across cultures. It also helps children develop skills that will open further opportunities later in life. The teaching of French in KS2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3.

Implementation

Children are introduced to French in formal lessons from Year 3 and receive a fortnightly 45 minute lesson, throughout their time in Key Stage 2. Lessons across the Key Stages support the skills of speaking, listening, reading and writing:

- Children are taught to listen attentively to spoken language and respond, joining in with songs, rhymes and games. These can be used in knowledge-based learning to reinforce and consolidate understanding of colour, number, the alphabet and basic greetings.
- Links have been developed with children from KS1, who the older children visit to perform and demonstrate their own language learning to, whether this is through song or story; this not only provides children to develop oracy skills from the beginning of their languages education, but also establishes a clear purpose to their learning.
- An extra-curricular French club has been established for Key Stage 1 learners, ensuring that early language acquisition is happening across the school. From their Foundation Stage, children are exposed to language patterns, are encouraged to find patterns and similarities between French and English.
- To ensure that the best practice is constantly implemented in classrooms, Ernesettle Community School is actively engaged with an MFL Hub, formed of MFL Curriculum Co-ordinators from Primary Schools across Plymouth. The Hub meets on a half-termly basis to share best practice, to discuss how to consistently progress children's Primary language learning and to offer opportunities for CPD.
- Conversational French is revisited each Year, on a cyclical basis, allowing children to gain confidence in speaking and listening in French. Pronunciation is also refined as the children revisit greetings, personal information and the fundamental basics of French conversation.
- Children have an international link with children Northern France, who visited our school and completed a morning of learning with our KS2 children during the academic year 2018-2019. We are now in regular contact with this school in Tregarnec, via our International Schools programme, allowing children to get a glimpse into life in a French school and draw cultural comparisons between themselves and children from a different country.

- Throughout the coming academic year, we are seeking to form a relationship with a KS3 Languages team in one of our local secondary schools, with the intention of fostering a curiosity and enthusiasm for language learning in our children. Furthermore, this prospective relationship will allow for teaching staff to ensure that their own languages teaching and planning will progress the children's French learning to a position where they are prepared for Languages learning in Secondary School.
- In following the IPC scheme for Languages, cross curricular links with Topics across the Year groups ensure that the children are establishing a wide vocabulary throughout their languages learning and can apply their understanding of language to a variety of subjects such as history, food and nutrition, science and geography.
- This coming academic year, ECS is seeking to implement a 'French Day' to establish an appreciation for foreign cultures through the exploration of French food, music and art.

Impact

Our MFL curriculum ensures that children develop their knowledge of where different languages, including the range of home languages spoken by the families of the school, as well as French, are spoken in the world. Varied learning experiences, including 'Language of the Month' and the celebration of European Day of Languages also ensure that languages are celebrated throughout the school community whilst providing a context for language learning and develop the children's understanding of different cultures.

Innovative approaches to MFL have also enabled the achievement of the British Council's 'International School Award', which provides a framework of excellence in the teaching and learning of Modern Foreign Languages.

Regular links to a variety of Topics ensures that the children are exposed to a wide vocabulary from Year 3 and as they progress in their learning, are able to apply this vocabulary in increasingly sophisticated sentences, both spoken and written.

In ensuring an emphasis on oracy, speaking and listening children, through the use of recording equipment, have the opportunity to record and reflect on their learning, through self and peer assessment, making them more competent and confident language users.

Languages in the Early Years:

In Early Years, we believe it is very important for children to learn about other backgrounds, cultures and traditions, including other languages. We provide many opportunities for children to explore the wider world around them through stories, visitors and special wow moments throughout their time in Foundation Stage. During registration, children are introduced to a wide variety of 'good mornings' including those home languages, of peers in their class. The children thoroughly enjoy learning simple words in other languages and are fascinated to learn more. In Reception, we invite families from other cultures into the classrooms to teach the children traditional nursery rhymes, phrases and some information about their home country. To further support the development of languages in the Early Years, we ensure we display a range of dual language books so that children who have English as an additional language feel a sense of familiarity, as well as providing new experiences in class for all children.

The Curriculum Leader for Languages is:



Miss Sarah Ireson