

<p>CONTENT & SEQUENCING</p> <p>Our Primary Languages curriculum fully meets statutory requirements, with the four key skills of listening, speaking, reading and writing along with grammar and phonics being taught in an age-appropriate way across the primary phase.</p> <p>At Key Stage 1, children learn Spanish. Through studying topics such as days and months, animals, colours and numbers, children build on their language acquisition skills. They begin to recognise familiar sounds and words, and are able to repeat these with improving pronunciation. They also begin to learn to recognise the written form of simple words and phrases, with some able to copy these accurately. Lessons incorporate a mixture of singing, games, role play and ICT to enable all types of learners to grasp the language. The Language Angels programme is used to compliment the existing scheme of work.</p> <p>At Key Stage 2, children learn French. They start by learning similar topics to those they have learned in Spanish, to enable them to identify links between languages. They quickly progress to covering topics such as their home, school routine and telling the time. Key grammar points are explored, including gender, adjectival agreement and word order. Children progress from learning words and short phrases, to performing short presentations, whole songs or producing extended pieces of writing. A variety of online resources are also used at KS2, including Language Angels, BBC Virtually There episodes and Lightbulb Languages podcasts, to further extend and enrich children's breadth of understanding and appreciation of other languages and cultures.</p>	<p>LINKS WITH OTHER SUBJECTS</p> <p>Wherever possible, links are made between Primary Languages and the topics children are covering within their other subjects. For example, children are encouraged to respond to the numbers in French or Spanish when participating in a PE warm-up.</p> <p>Links are continually made between English and French or Spanish, such as the difference in word order, with adjectives appearing after rather than before the noun. Cognates are also identified and this prompts discussion about the origins of language. In EYFS and KS1, Maths skills are built on with the repetition of numbers, as well as children learning to recognise and form the numbers. In KS2, this extends to telling the time and reading clock faces.</p> <p>Geography plays a large part in the understanding of different cultures, which is covered extensively in languages. Investigations into French and Spanish speaking countries, their geographical features and culture form a solid foundation for their language learning.</p> <p>Children are encouraged to use a variety of apps and websites, such as Language Angels, Purple Mash and BBC Bitesize to play interactive games to further consolidate their learning. They are encouraged to use their knowledge learnt in Computing, including e-safety guidance, to successfully navigate the different apps and websites via tablet or computer.</p>	<p>RETRIEVAL PRACTICE</p> <p>Each child is given a 'Knowledge Organiser' at the beginning of each half-term. This contains key facts and vocabulary linked to the languages topic. A range of teaching strategies are used in each class to utilise the knowledge organiser, ranging from low stakes retrieval testing to using them as a reference material.</p> <p>In addition to this, teachers routinely revisit taught content during lessons, both during introductions, recaps and consolidation sessions in plenaries. Use is made of questioning strategies such as 'no hands up', to test retrieval. Due to the clear mapping of the subject narratives; teachers are also able to look back on prior taught subjects and refer to them when teaching their related year group content. Teachers also use the first lesson of each teaching sequence to do an informal pre-assessment of existing knowledge, to help shape the teaching that will follow.</p>
<p>PROGRESS</p> <p>Each subject, including Primary Languages, has a 'skills progression' table, with key thematic skills to be taught progressively at each stage of the learning journey in each discipline. These subject skills are drawn from a recognised national subject authority eg The Association for Language Learning.</p> <p>Progress at the end of each of the stages is recorded simply as 'below', 'at' or 'above' for each child.</p> <p>Where the subject leader is not the teacher of Primary Languages for the class, they conduct work scrutinies and have conversations with teachers about progress against the key skill themes for children in the class.</p>	<p>ENRICHMENT</p> <p>Latin Club has proven to be a popular extra-curricular club, with children learning about the origins of the languages they know, as well as exploring Roman mythology and history.</p> <p>Whole school enrichment days, such as Spanish Day and a French café, have been very popular with both students, staff and parents. Children have had experience in flamenco dancing, sampling French cuisine, watching French language films and making Guatemalan worry dolls, to further enhance their cultural understanding.</p> <p>We are making efforts to reconnect with partner schools in France and Spain. Visitors have also been in to the school to talk about their home country, including speakers from Malaysia and Turkey, through the school's link with the UEA.</p> <p>The school has participated in Northgate High School's languages quiz, sending a team of Year 5s to compete against other local schools. Individual pupils have also entered and achieved high results in the Junior Languages Challenge.</p>	<p>VISION FOR CHILDREN</p> <p>Each subject, including Primary Languages, has a clear statement of intent for children. These are recorded on both the 'subject narratives' and the 'skills progression' documents for each subject. They were developed through discussion with staff and Governors (including parents) at Little Melton and in other local schools we work with. They are driven by a consideration of being 'skills for life', to equip children with the tools for the next stage in their academic journey, and also for their future lives. We try also, through all of our curriculum offer– including the 'hidden curriculum' of daily informal interactions with children and modelling of attitudes and behaviour, to instil the core values identified as valuable for children growing up in our locality and local context. These are listed in our 'Being a Citizen of Little Melton and the World' vision– displayed in all classes.</p>