

Our *Languages* Approach

Our vision at Heymann Primary and Nursery School is for all children to develop a natural curiosity about the world around them and to want to be able to communicate with others. Through identifying four key values that drive our whole school curriculum (Curriculum Drivers of Diversity, Emotional Intelligence, Creative Thinking and Community), we have designed our MFL curriculum to provide opportunities to access other cultures.

A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language.

The learning of a foreign language can provide a valuable educational, social and cultural experience for pupils – providing them with:

- Opportunities to communicate for practical purposes in the wider world.
- A foundation for further learning of languages beyond KS2, equipping pupils to study and work in other countries.
- An essential opening to other cultures and a widening of experiences and aspiration.
- A new perspective on the world, encouraging them to understand their own cultures and those of others.

The learning of modern foreign languages is central to the fulfilment of Heymann Primary School's international principle, promoting the learning of modern foreign languages throughout pupils' education at each key stage.

CURRICULUM DESIGN

Using the National Curriculum for MFL, we have identified precise and progressive disciplinary and substantive knowledge which are planned for each year group. All of this builds cumulatively to allow our children to attain at least age- related expectations by the time children leave our school. This starts at key stage 1 and progresses throughout the school.

At KS1, when the teaching of foreign languages is nonstatutory, any opportunities for positive learning experiences of additional languages, through song, rhymes, poems and/or word games, are encouraged, particularly when these may enable learners from a variety of backgrounds to share their cultural and/or linguistic heritage with their peers in the classroom. Early

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exposure to other languages is likely to stimulate curiosity and interest in the wider world.

Key Stage 2 and 3

The statutory phase of language learning comprises the seven years of KS2 and KS3. Heymann Primary School is committed to fulfil the aims and deliver the learning outcomes of the National Curriculum Languages programmes of study for key stage 2 and to continue to develop links with The West Bridgford School for progression at key stage 3. In brief, we wish to ensure that all pupils at KS2:

- develop their interest in the language(s) and culture(s) of other countries.
- develop their practical communication skills by understanding and responding to both spoken and written language.
- make substantial progress in one language (although they may have additional opportunities to learn more than one language).
- understand basic grammar appropriate to the language studied.

have a solid foundation for further language study at KS3, where possible in the same language that will be studied at KS3.

TEACHING

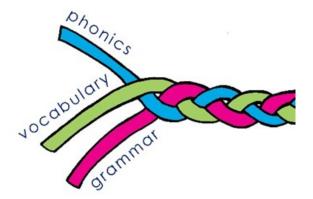
We have adopted an enquiry-based approach to learning. Each term learning is focussed on an enquiry question which allows all children to access at an appropriate level. This approach allows both children and teachers to know the focus of the lesson without restricting children's responses and encouraging high expectations. All children, regardless of starting points, are supported to achieve their potential through a range of teaching strategies across the four skills of learning a language. Links are made where appropriate across subject areas and across lessons through a context for learning when appropriate. Children are taught new knowledge and vocabulary in order to answer the enquiry question. Planning includes opportunities for retrieval practice of substantive knowledge through a range of strategies eg drip teaching, Knowledge Organisers, quizzes and blooket. This allows teachers to identify and address any misconceptions. Once children are secure in this substantive knowledge, we want children to be able to apply this and elaborate on their answers by using their disciplinary knowledge.

We teach our children Spanish to generate a fascination for words and how language works, a wider curiosity about the peoples and cultures of (Spanish/French]-speaking countries and the foundational knowledge to support confident communication in Spanish/French.

ESSENTIAL KNOWLEDGE

We teach three core strands of essential knowledge:

- 1. Phonics the key components of the sound-writing relationship
- 2. Vocabulary a set of the most frequently used words
- 3. Grammar the essential building blocks required to create simple sentences independently (including gender of nouns, singular and plural forms, adjectives (place and agreement), and the conjugation of key verbs)



Our Spanish curriculum is designed to enable our children to develop linguistic and communicative competence, extend their knowledge of how language works, explore similarities and differences between Spanish, any heritage languages our children have, and English. The teaching of a foreign language to every child in KS2 is a statutory requirement, as set out in the National Curriculum Programmes of Study (2014).

In line with the NC PoS, our children learn to listen and show understanding by joining in and responding, link the sound, spelling and meaning of words, read aloud with accurate pronunciation and to read and show understanding of phrases and simple texts. Children learn to speak in sentences, describe people, places, things in *speech* and *writing*, ask and answer questions and to express opinions. Heymann children learn to write phrases from memory, are encouraged to adapt phrases to create new sentences and to use an online dictionary.

Our children also learn key cultural and country-specific knowledge. For example, by the end of KS2, our children can name and locate on a map countries where Spanish is spoken, know the key geographical features of Spain including continent, surrounding seas and oceans, main mountains and rivers, capital city, know the name and some detail about at least one festival or tradition from a Spanish speaking country and know at least one typical food from Spain.

MONITORING OF IMPACT

Finding out about the impact of both the intent and implementation of the MFL curriculum is timetabled. Monitoring of MFL planning and the impact of teaching is checked regularly according to our school monitoring timetable through planning and book scrutinies and pupil voice. We review our curriculum regularly to make sure that it meets the needs of our children, to check that it is relevant and challenging and still excites our children, motivating them to want to be life-long learners.