



Madley Primary School

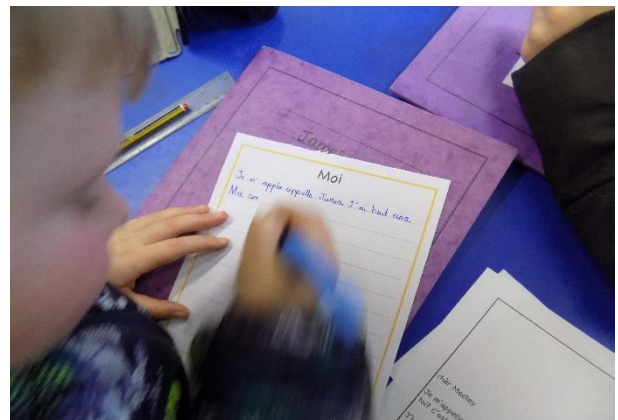
'Be the best you can be'



Languages at Madley Primary School

The purpose of languages at Madley Primary School is to provide the pupils with an opening to different cultures around the world. The teaching aims to foster a curiosity and build confidence in pupils to be able to express their ideas and thoughts in another language. Learning a language at Madley should provide the foundation and curiosity for learning more languages.

Curriculum Statement



Intent

What Languages look like in our school:

- French is taught to years 3, 4 and 5 using the Primary Languages Network as a framework.
- Spanish is taught to year 6. A teacher from one of the local Secondary schools attends each week to deliver these lessons.
- Much emphasis is given to having the confidence to speak in another language.
- Each KS2 class has a languages lesson once a week.

By the end of EYFS pupils will:

- Languages are not as yet formally taught in year R, however There are opportunities to explore the world and the different cultures. There is opportunity to introduce language to the pupils through simple greeting words and songs from other cultures and some are in the languages spoken.



By the end of Key Stage 1 pupils will:

- Have an understanding that other cultures in the world speak different languages.
- Be able to understand, speak and recognise simple vocabulary in the chosen language.
- Be able to sing songs in the chosen language.
- Listen and respond to some key words.
- Be able to ask and answer simple questions.
- Understand simple grammatical terminology.



By the end of KEY STAGE 2 pupils will:

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Present ideas and information orally to a range of audiences.
- Read carefully and show understanding of words, phrases and simple writing.
- Appreciate stories, songs, poems and rhymes in the language.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including using a languages dictionary.
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Describe people, places, things and actions orally and in writing.
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.



Impact

This is how it works:

Reception to Year 2 are exposed to languages through teaching themes and about different cultures and are provided with the opportunity to speak simple words such as greetings.

Years 3,4 and 5 are taught by a language specialist following the framework from the Primary Languages Network.

Year 6 is taught by a languages specialist visiting from one of the local secondary schools. Spanish is taught, however the skills which have been learned in previous years are built on to nurture an interest in another language.

This is what adults do:

- Encourage any response from one word to full sentence as communication is key.
- Class teachers learn alongside the pupils as lessons are delivered by a language specialist.
- Adults actively show that they too use dictionaries to look up vocabulary - not all words are remembered.
- Speak to the pupils in the chosen language, with congratulations or greetings at every opportunity.

This is how we support:

- Differentiated 'puzzle it out' sheets.
- Differentiated tasks.
- Communication not only with words but also with actions or pictures to aid understanding.
- Extra stimuli for those pupils requiring additional adjustments.



This is how we challenge:

- Encouraging pupils to think in the chosen language, to try to explore other ways/words to communicate.
- Encourage pupils to independently find words in the dictionary and use their exercise books (also developed as a resource book) to find the words they need.
- Equip the pupils with the basic grammatical structure in order to be able to use their own words to express themselves and to develop an enthusiasm to be able to communicate their thoughts in the chosen language.

This is how we ensure all pupils can access the curriculum

Each lesson begins with repetition for all levels of learning. Children with learning difficulties can access their exercise book at all times when a conversation is happening in class. More able children would be encouraged to not always refer to their exercise books in order to develop their spontaneous communication skills. With reading, listening and writing extra crib sheets are made available for those pupils who need additional adjustments and support.

Implementation

You will typically see:

- Lessons taught with an emphasis on confident speaking.
- Lessons including strong visual stimuli.
- Each lesson includes a speaking, reading, writing and listening element - and cultural, geographical, social, scientific, historical element where possible and appropriate.
- Lessons include consolidation of previously learnt vocabulary and the introduction of new vocabulary.
- Pupils creating their own reference book to follow them through the school.
- A willingness to speak in class.
- Pupils looking to explore the language further, in order to express their personal thoughts.
- Pupils greeting each other in the language of study.
- Pupils listening to language for meaning rather than needing to understand every word.
- A willingness to join in with games in the language.



This is how we know how well our pupils are doing:

- After each assessment, pupils are tracked for progress. Each assessment will show understanding against the assessment benchmarks in the four skills (reading, listening, speaking, and writing).
- Each assessment progresses alongside the schemes of work and therefore progress is shown as the pupil's complete the 'puzzle it out' tasks.
- Progress is built in to all schemes of work.
- Pupils show their understanding and progress through 'Puzzle it out' sheets and their ability to complete these tasks. Each half term has a 'puzzle it out' task where 2 skills can be selected as a focus. Over the year, each skill (reading, listening, spelling, and writing) is collected 3 times as evidence.

This is the impact of the teaching

- Enthusiasm and motivation.
- Pupils are assessed using the assessment benchmark descriptors - exceeding, meeting and emerging.
- Each term pupils will complete a 'puzzle it out' task which contain one listening, speaking, reading and writing task
- Each pupil can record their own progress using the Assessment Record Clouds.



Cultural Capital

Learning one language opens the doors to the idea that there is more in the world to be discovered. Culture and language work closely together in order to form understanding of the wider world.

Throughout the chosen curriculum at Madley Primary School, there are many opportunities to explore other cultures, adding in more enrichment for our chosen languages gives the pupils more opportunity to study other cultures in greater depth, deepening their understanding of diversity.