

Languages

‘To learn a language is to have one more window from which to look at the world’

Chinese proverb

We believe that the learning of a language provides a valuable educational, social and cultural experience for our children. It helps them to develop communication skills, including key skills in speaking, listening, reading and writing. Learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others.

In line with the National Curriculum, we aim to develop and extend children’s knowledge of how language works. We aim to provide children with the confidence and independence to explore and be able to attempt manipulation of the structure of language, and in doing so, develop the linguistic skills needed to assist and lay the foundations for further language learning.

Languages curriculum planning and organisation:

Children in KS2 learn Spanish. Our school follows the Primary Languages Network scheme of work. It is a live scheme that is continually updated and revised in order to meet with current curriculum standards. Alongside the planning provided, the network also enriches this through accompanying power points, pod casts (spoken by native speakers) links to authentic literature, songs, games, culture points of reference and links to appropriate websites. Lessons are taught by the class teacher or PPA teachers and are followed up with a range of enrichment activities outside of the lesson.

To promote an active learning of languages, a range of teaching methods are implemented to ensure that the children are developing their linguistic skills through listening, speaking, reading and writing in order to be secondary ready. Activities can consist of actions, rhymes, stories, song, drama, grammar focus, video clips, air writing, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills.

Assessment:

Children’s learning in languages is assessed formatively by observing and making informal judgements across the four language skills. Assessment information is used to adapt the pace at which children progress through lessons and schemes of work.