

Languages Curriculum Intent, Implementation and Impact 2022-2023



Intent

The intent is to create a curriculum that is based on real life experiences encouraging children to ask big questions about their world. That they learn to grow as artists, historians, musicians, designers, coders, scientists, writers, readers, mathematicians...and flourish as lifelong creative thinkers. The curriculum serves the needs of the children, building courage, compassion and independence to be a champion for what they believe in. They are courageous advocates for themselves and others in the local and global community. 'Learning a different language is a second vision on life.' In learning another language at Canon Pyon we will develop children's skills, knowledge and confidence to communicate in another language. This will empower children as global citizens and develop tolerance, respect and understanding of all cultures and languages

What Languages looks like in our School:

- Inspiring and challenging lessons
- Opportunities to explore and experiment with the new language
- Children working independently, in pairs and in groups
- Opportunities to communicate often in the language
- Lessons that reflect the diversity of the world we live in
- Relevant and creative topics
- Cross curricular and discrete language lessons

Children who are becoming proficient in listening, speaking, reading, writing and the formation of the language

- Opportunities to explore the cultures of the language we are learning.
- Development of global citizenship and responsibility through our language of the month assemblies

By the end of EYFS pupils will:

Language is all around them and integral to their daily being. Through weekly fun, practical lessons, we aim to foster a curiosity of languages and a confidence to listen to and say new words. Through songs, stories and rhymes children will enjoy listening to the rhythm and sounds of the new language.

By the end of Key Stage 1:

- 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
- Appreciate stories, songs, poems and rhymes in the language
- Communicate orally to greet people and give core information about themselves

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By the end of Key Stage 2:

- 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 through using a 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.

Implementation

This is how it works:

- Lesson provided through discrete Spanish lessons by language specialist throughout the school
- Vocabulary displayed and reinforced by class teacher daily during register
- Clear progression of skills developed throughout school
- Progression of knowledge developed each year
- Opportunities to listen to native speakers via web programme
- Wider opportunities including cultural workshops, whole school events and links with the community

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This is what adults do:

- Teacher plans and delivers lessons which work with the topic if appropriate as well as develop core language communicative skills
- Curriculum leader evaluates the strengths and weaknesses in the subject and indicate areas for further improvement
- Create a positive learning environment to encourage confidence to communicate in the learnt language
- Plan whole school assemblies which celebrate a language of the month

This is how we support, challenge and ensure all children can access the curriculum:

Our Christian vision challenges all subject leaders to reflect on ensuring that the English curriculum helps all pupils to belong and access learning, appropriate to their needs and abilities. Inclusion and *belonging* is a thread that runs through every area of the school enhanced by collaboration between senior leaders, subject leaders, the SENCO, class teachers, support staff, external agencies, parents and most importantly, the child. At Canon Pyon Church of England Academy, every teacher is a teacher of SEND and every leader is a leader of SEND.

Special Educational Needs and Disability (SEND)- Including the Lowest 20% of Learners

We firmly believe that *Quality First Teaching* is the solid foundation on which effective SEND provision is built. The first step to children having access to a broad and balanced English curriculum is through appropriate differentiation by skilled and nurturing teaching staff, who have ambitious expectations of their own teaching and students' learning. Differentiation is not a simply case of providing different worksheets, for example. Differentiation is adapting the work, success criteria or support given to help children achieve or make progress.

Differentiation- or adaptations- may include:

- Alternative tasks
- Different objectives or goals within a task
- Resources or learning aids
- Amount of adult support within a task
- Frequency of monitoring within a session
- Time given to complete tasks
- Style of language used
- Style of questioning used
- Use of peer support
- Classroom organisation and grouping
- Level or style of feedback given

Differentiation takes many forms to help learners to *belong* within lessons, *believe* in their ability and *behave* in a way that applies their skills. Further support to help inclusion and overall pupil progress in this subject area may include:



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- Targeted intervention programmes, which have a proven and measurable impact on progress.
- Have specific 1:1 or small group intervention, including support from Learning Mentor
- Celebration of achievement, as well as attainment
- Time given, as appropriate, to any emotional or behavioural support that may-in turn- be barriers to learning in this subject area
- Monitor pupil attitudes to subject and using pupil voice to ensure that learners have ownership of subject area/tasks
- Specific enrichment activities, visits or events planned/attended in order to suit the needs and interests of specific groups of learners
- Pupil progress meetings, involving the pupil(s) and any relevant adults
- Data analysis, whether this is quantitative performance data from tests, for example, or qualitative data from questionnaires or monitoring observations
- The provision of good quality and relevant training for all staff members.

Other Pupil Groups- Including More Able and Talented (MAT) and the Highest 20% of Learners

We believe that all children have individual gifts, interests and talents. Some children may exhibit a skill that is advanced in comparison to their peers. As a result, such pupils will require a higher level of challenge in order for them to *belong*, be included within English sessions and have their needs met. More able and talented pupils (MAT) will also receive differentiation and support appropriate to their needs.

Adapting tasks and providing opportunities to help all children to achieve well will also depend on the diversity of the groups of learners that are represented at Canon Pyon Church of England Academy.

Groupings of learners that could identify trends, spikes or dips in overall progress may include:

- Forces children
- Gender
- Behavioural needs
- Children with emotional needs
- EAL children
- Age (i.e summer born)
- Attendance
- Family support
- LAC
- Ethnicity
- Those experiencing tragedy or loss
- Low self-esteem

This list is not exhaustive, and neither are the methods mentioned in how learners can be catered for in this subject area. We are a listening school and are constantly reflecting on feedback from adults and children, with the constant goal of helping all learners.

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Impact

This is what you might typically see:

- Happy, engaged and communicative learners
- Curious children who ask questions, take risks and participate in discussions
- A range of lessons including practical, creative and project-based learning
- Displays showcasing our own language heritage
- Confident children who are willing to communicate
- Children developing their own cultural capital with a growing awareness of their place in the local, national and international community

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

- Informal judgements based on observation during lessons.
- End of term assessments
- Pupil Voice
- Annual assessments in line with the National Curriculum in England 2014
- Summative assessment discussed during transition meeting with next class teacher

This is how History contributes to the spiritual, moral, social and cultural development of the child:

Within Spanish lessons children are given the opportunity to work collaboratively and communicate effectively with each other. We encourage children to reflect on evaluate their ability to work together and to discuss how their communication had an effect on their learning. The cultural and social impact of learning a language are made clear in the ability to communicate with others and prepare children for a world. In a small rural community, we aim to make links with other communities on a more global.

Cultural Capital:

Through our teaching of Languages children are able to virtually visit other countries, understand how they live as well as learn the language they speak. They are able to investigate the culture, traditions and life of that country. Through our language of the month children can build their own tolerance, respect and understanding for all languages.

This is the impact of the teaching:

As a result of the delivery of our Languages curriculum at Canon Pyon you would typically see confident, and engaged children who talk about themselves as linguists, talk enthusiastically about the subject and reflect on their learning. Children will be working in groups, pairs and independently demonstrating that they can communicate in the language through listening, speaking reading and writing. Children will be able to talk about where the language is spoken and some cultural similarities and differences they have discovered. Children will have made progress in the language

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and have lifelong language learning skills which will provide a foundation for future language learning.

