



# Churchside Federation

## Subject Statement

### Curriculum Overview

It is our aim at Churchside Federation to enable children to discover new cultures through an understanding and appreciation of how different people communicate across the globe. We will nurture children to aspire to reach beyond their geographical location and to use the skills of reading, writing, listening and speaking to progress substantially in other languages. We will also link our language skills to an appreciation of the unique cultures in which they are spoken, allowing us to apply our cross-curricular learning ethos to other subject areas such as Geography and history.

Intent	Research link	Implementation	Impact
<p>To develop the tools and skills to communicate in another language and become global citizens through a stimulating, enquiry based approach. To achieve this by learning in engaging ways, incorporating songs, stories, poems, games and collaborative international projects.</p> <p>To develop the core English skills of speaking and listening and embed these in a different subject area.</p> <p>To recognise and retrieve core vocabulary from familiar stories and short passages. To</p>	<p>Learning about festivals and traditions from countries where the language is spoken helps children appreciate other cultures so that they can take a place in our global society.’ <i>BrilliantPublications,</i> <a href="https://www.brilliantpublications.co.uk/upload/gallery/Foreign-Language-Sheet-1.pdf">https://www.brilliantpublications.co.uk/upload/gallery/Foreign-Language-Sheet-1.pdf</a></p> <p>‘Learning a foreign language should be primarily a matter of learning it for communication... Maximum exposure to and involvement in spoken and written language within the pupils' grasp are the basis of effective learning.’ (Kuhn, 11.) <i>Modern Foreign Languages in the Primary School: the what, why and how of early MFL teaching</i> Keith Sharpe, Stylus Publishing, 2001.</p>	<p>Through the use of the online platform ‘Etwinning’ children will work in stimulating and creative ways incorporating I.T skills to update a twinspace and make links with a partner school. They will conduct projects with their partner school which will allow them to learn about different aspects of another culture and to consider global issues. Children have taken part in an MFL day in their school houses where they learned about the culture and traditions of other countries.</p> <p>Children will be presented with opportunities throughout the day to use their foreign language skills, for example when answering the register, when counting and writing the date. They will engage in ‘language café’ once a week allowing them to develop their conversational language</p>	<p>Children will gain understanding of team/group work and improve their ability to work in these ways. They will improve their communication skills (writing) through writing letters and emails to their pen pals. Through songs, poems, stories and games incorporating music and movement, children will have increased motivation and engagement levels. They will also explore the patterns and sounds of language and link this to the spelling and meaning of words.</p>



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<p>write answers in simple vocabulary to questions asked.</p> <p>To enable children to think deeply about and make parallels between the phonology, etymology, pronunciation, and grammatical structures in their own and other languages.</p>	<p>'Use the foreign language for real purposes to communicate meaning: Those activities which enable genuine communication to take place or which simulate it closely are the most effective. Such opportunities as are provided by the necessary business of the classroom should be fully exploited, for example counting and spelling, noting absence, apologising, introducing people, asking permission and requesting an explanation.' (HMI, 1987.)  <i>Modern Foreign Languages in the Primary School: the what, why and how of early MFL teaching</i>            Keith Sharpe, Stylus Publishing, 2001.</p> <p>'Through studying a foreign language, grammatical concepts and rules in English become clearer. Children use what they learn in one language to reinforce what they've learned in another.' <i>BrilliantPublications</i>, <a href="https://www.brilliantpublications.co.uk/upload/gallery/Foreign-Language-Sheet-1.pdf">https://www.brilliantpublications.co.uk/upload/gallery/Foreign-Language-Sheet-1.pdf</a></p>	<p>skills and learn from one another in a collaborative way. Familiar short stories will be shared in the target language and older children will be given responsibility to read to younger children.</p> <p>Teachers will plan effective, active lessons that incorporate speaking and listening exercises in addition to reading short passages and writing words, phrases and sentences from memory. These will be embedded into purposeful learning opportunities such as writing to pen pals and reading and learning vocabulary in 'teacher choice' blocks that fit with themes and topic work.</p> <p>Teachers will draw attention to the word class of new vocabulary (noun, adjective etc.) and placement, making links to similarities and differences in other languages. For example, in Viking topics teachers will allow children to study Old Norse and make links between the origins of this and other languages. Videos and teaching tools involving native speakers will be used in order to model precise pronunciation of new language.</p>	<p>Children will use appropriate intonation and be able to ask and answer questions, express opinions and respond to those of others.</p> <p>As children move through the school they will progress from speaking in simple sentences using key vocabulary, phrases and basic structures to being able to write phrases from memory and create new sentences from these. They will describe people, places and things in spoken and written language.</p> <p>Children will be able to make links between the etymology and grammatical structures of their own and other languages. They will develop their ability to use correct pronunciation and intonation.</p>
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