
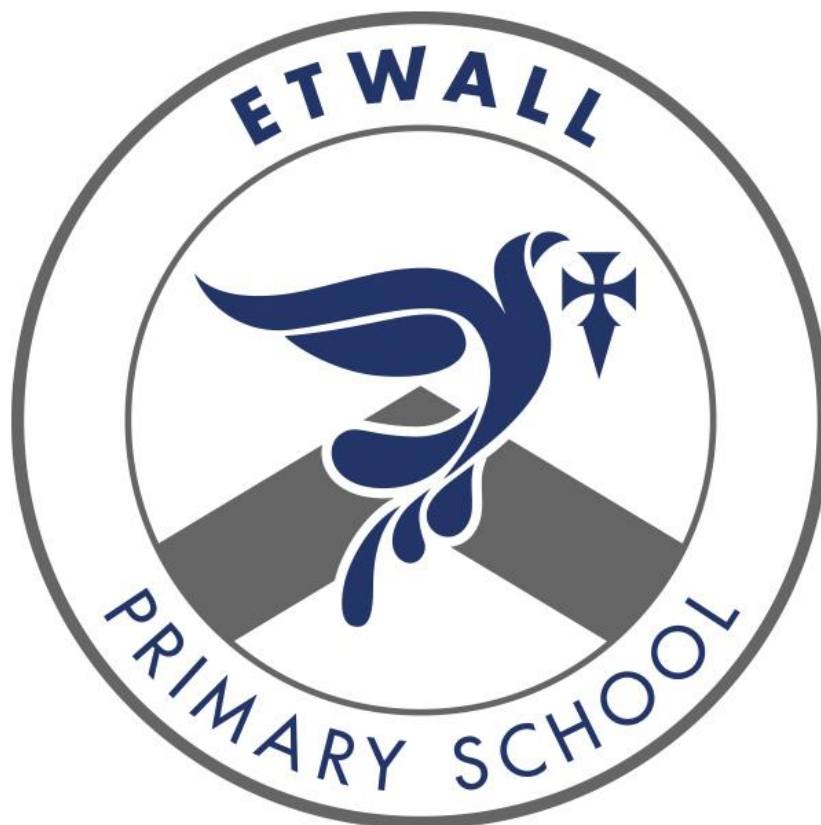


Document owner	Etwall Primary School	Signed by Headteacher	
Author:	Tiz Bradley		
Version:	June 2022	Next Review	June 2024



Ancient Languages Intent, Implementation and Impact

Intent

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. We believe that a high-quality languages education will foster pupils' curiosity and deepen their understanding of the world. It is our intent at Etwall Primary School to provide all of our children with a high-quality education in ancient languages, which develops their love of learning about other languages and cultures. In KS2, we teach Latin to ensure that all children have a good basis and understanding of the root of the romance languages for when they finish their primary education. It is our intent that children are ready to learn a modern language as they enter their secondary phase of education.

Curriculum Implementation

Our Languages curriculum is designed to develop not only our children's language skills, but also their love of learning a language. It progressively develops language skills, through regularly taught lessons. This allows the children to acquire new language then use and apply it in a range of different scenarios and topics, including their English work. Children are encouraged and supported to develop their speaking and listening skills through conversational work and games. As their confidence and skill grows, children record their work through pictures, captions and sentences. All children in KS2 are taught in mixed-age classes and they have regular language lessons with their class teacher. We currently use 'Maximum 2.0' to support our teaching of Latin. As children are taught mixed age classes, they will experience each unit twice but be taught it to a higher level through an extension task in the second year to develop a mastery understanding of the subject.

We aim to teach children to do the following, as set out in the National Curriculum:

- 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
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- 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.

To enrich the Languages curriculum, annually we celebrate Languages Day in school, supported by the University of Derby. On this day trainee teachers from the university teach each class a modern foreign language for the day based around a theme, and we have a celebratory assembly at the end of the day, during which we share our learning.

Impact

Our Languages curriculum will ensure all pupils develop key language learning skills set out by the national curriculum, as well as a love of languages and learning about other cultures, and a foundation for learning further languages in their secondary education, equipping pupils to study and work in other countries.

Children will be able to:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- Discover and develop an appreciation of a range of writing in the language studied.

Skills Progression

Teachers have identified the key knowledge and skills to be taught in each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school. See the Ancient Languages skills progression for this. As this is being introduced in September 2022, there is a four-year progression document to ensure all children develop a mastery understanding of the subject. This can be seen in the curriculum overview.

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessment is supported by the following strategies:

- *Observing children at work, individually, in pairs, in a group and in class during whole class teaching.*
- *Using differentiated, open-ended questions that require children to explain their understanding.*
- *Providing effective verbal feedback and, on occasions, written marking feedback where appropriate.*
- *Book moderation to evaluate the balance of work.*
- *Assessment lessons each term.*

Early Years and Key Stage 1

In Reception and Key Stage 1, exposure to modern foreign languages are incorporated discreetly through every day activities, such as answering the register. Early Years use the curriculum area of Knowledge and Understanding of the World (KUW) to find out more about special events such as Chinese New Year and all children take part in Languages Day where they learn about the language and cultures of different countries across the world.

SMSC Development

Spiritual education in Languages inspires awe and wonder of the world. Social education in languages involves the study of people in different societies and countries. In looking at their own locality and others in the world, children's sense of identity and community can be strengthened. Cultural education provides opportunities for multi-cultural education through recognising similarities and differences with others. Through their growing knowledge and understanding of languages, children gain an appreciation of life in different societies, helping to develop a sense of how nations communicate with each other.

Diversity

Through learning a foreign language, children learn about the diversity of the world. Teachers encourage pupils to think of others and to consider people's differences and cultures. Children have a strong awareness of the culture of the country where the language is spoken.

Equal Opportunities

At Etwall Primary, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be implemented.

Inclusion

All pupils are entitled to access the languages curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies. Independent tasks, as well as teaching, are well adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential. Opportunities for enrichment are also fully utilised, to ensure an engaging languages curriculum.

Health and Safety

The curriculum will be delivered in a safe and healthy manner; every effort will be taken to identify risks associated with a curriculum subject/activity and the appropriate control measures will be implemented. Pupils will be educated about health and safety issues as and when the opportunity arises throughout the course of normal teaching.