



# Curious Linguists™ Policy



## Introduction

This policy has been developed to express the aims of Pitton Primary School's teaching and learning of modern foreign languages. The policy has been written to show our aims of delivering the teaching of modern foreign languages within the Curious City curriculum. All of our policies are underpinned by our Vision and driven by our Values of Friendship, Family and Fulfilment.

## Intent

Through Curious Linguists, a programme of study which runs interconnected to curious city curriculum enquiries, Pitton Primary school aims to provide high-quality engaging, foreign language experiences that will equip young people to have the confidence to speak different languages and have a solid grounding in how language systems work. Curious Linguists is a whole-school, non-specialist, enquiry-led approach to learning languages and understanding the world through using languages spoken by the school's community, alongside others, linked to Curious City enquiries.

Immersion in languages does not start in Year 3 - the *Understanding the World within EYFS Development Matters* and the discovery of world heritage within the KS1 curriculum are critical stages within a young person's understanding.

EYFS and KS1 are provided with a suite of language-based activities and suggestions. The curriculum lead should meet with Year 2 staff to understand to what extent, if any, Year 3 pupils require EYFS and KS1 activities as part of their first enquiry in the autumn term.

In KS2, learners will explore language and cultures, compare languages and practise specific examples. This is enabled in KS2 through twelve enquiries with clearly mapped National Curriculum objectives.

In Year 3 and 4, the aim of the enquiries is to focus on the speaking and listening, and introduce them to the connections between language and cultures across many languages, including those spoken by the school community. In Year 5 and 6, enquiries centre on delving deeper in a specific language through reading and writing, building on the speaking and listening of Year 3 and 4.

The school aims to teach the principles of language systems and provide engaging language experiences that will equip our pupils to become independent, confident linguists. Learners will understand the principles of language construction and conversation, how language systems work and how to put this knowledge to work through grammar. Building on knowledge and understanding, learners will become more confident in speaking and conversing in different languages. Our pupils will become globally literate - able to appreciate different cultures and express themselves through discussing similarities and differences.

## Curriculum coverage and progression

The enquiries are progressive in content with enquiry questions reinforcing the conceptual development. The development from how to why questions is important as it ensures a progression in understanding from what languages 'do' through to being exposed to a broad variety of them and then how they could use a language for different purposes.

The National Curriculum objectives of KS2 have been organised into upper and lower with a key progression occurring from Year 3 and 4 to Year 5 and 6.

## Key Stage 2 overview

		Lower KS2						Upper KS2						
		Year Three: Greetings			Year Four: My daily life			Year Five: The World			Year Six: All about me			
Focus →		People	Places	Stories	People	Places	Stories	People	Places	Stories	People	Places	Stories	
Context →		'Hello'	Languages in the community	Story	Breakfast	Celebration	Routines	Food	Some languages, different countries	Holidays	Cafe	Travel agent	Autobiog.	
Progressive National Curriculum Objectives														
Focus on Speaking and Listening	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	✓	✓	✓										
	Listen attentively to spoken language and show understanding by joining in and responding				✓	✓	✓							
	Speak in sentences, using familiar vocabulary, phrases and basic language structures				✓	✓	✓							
	Read carefully and show understanding of words, phrases and simple writing				✓	✓	✓							
Focus on Reading and Writing	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							✓	✓	✓				
	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary							✓	✓	✓				
	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							✓	✓	✓				
	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help										✓	✓	✓	
	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											✓	✓	✓

## Cross-curricular learning

Modern foreign linguistic skills are both developed and applied through foundation subjects within all years of the school. Learners are provided with opportunities to enrich and deepen their learning through cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects. Opportunities may arise throughout daily routines, particularly for EYFS and KS1 within continuous provision.

## **Assessment and record-keeping**

Progress is assessed on an ongoing basis this ensures teachers are aware of individual progress against attainment targets set in the school year. Formative assessment is used by the class teacher during whole class/ group teaching to assess pupil's confidence and difficulties in learning are observed to inform future planning. Within the EYFS assessment of development is recorded through observations. Summative assessment is completed at the end of the enquiry with the foundation subjects log that follows each pupil across the years through their time at school.

### **Linguists Policy**

**Reviewed:** 3 years

**Reviewed by:** LGC

**Ratified:** 13.01.22

**Next review:** January 2025

**Filed:** non statutory/curriculum