

# Clockhouse Primary School

## The Clockhouse Curriculum



### Our Primary Languages Curriculum Rationale

#### What do we want for our children and how will we work together to achieve this?

At Clockhouse Primary School, we believe that language is at the heart of all learning a pupil does. It is how they receive knowledge, express themselves and communicate from the very earliest stages. The learning of a language should enhance their abilities to communicate and help to develop personal skills. The curriculum is sequenced to enable children to build upon their prior knowledge and skills. They will learn key concepts in their life-long memory, which they will be able to apply to their everyday life and in turn gain an appreciation for another culture.

As a school, we believe we provide an engaging, active and challenging Primary Languages curriculum that is underpinned by the 'Clockhouse Drivers'. Our curriculum is delivered through 5 key areas: Cultural understanding, Speaking and Listening, Writing, Reading and Grammar and Phonics. This ensures that children are provided with a broad and purposeful Primary Language curriculum. On top of this, we make sure that the three pillars of learning a new language are embedded into our curriculum. These are phonics, vocabulary and grammar.

Whilst following the National Curriculum, we ensure that songs, stories and poems are at the centre of learning. These sources lend themselves naturally to learning a new language as it provides opportunities to repeat and recall new information. This is vital as repetition helps to improve speed, increases confidence, and strengthens the connections in the brain that help children learn a new language.

With the help of 'Physical French Phonics' children have access to a range of sounds that are represented through physical actions, images and videos. The use of actions and images help the children to recognise and recall sounds and children are able to apply this when learning new vocabulary.

Our lessons build upon prior learning and stimulate children's thinking. Through a creative approach, our purpose is for our children to develop a thirst for learning the origins and meanings of words, for example French cognates, as well as the importance of grammatical and necessary knowledge of linguistic conventions, such as conjugating verbs. Our curriculum will aim to grow children's confidence in their ability to be able to participate in a French dialogue that is accessible for a range of abilities. Furthermore, children will be given the opportunity to transfer their speaking and listening skills by starting to extend their knowledge into reading and writing. This will provide an appropriate balance of spoken and written language and lay the foundations for further foreign language teaching at Key Stage 3.

At the heart of the curriculum, we aim for all children to understand that not all cultures or families live as the children of Clockhouse do. This allows us to challenge perceptions that the local community may have surrounding the subject, the culture and its importance. By delivering an enriched curriculum, our pupils will leave knowing that learning a language is more than just learning to speak and write in a different language. It is also about learning about a different culture and their traditions from countries where the language is spoken. This helps children appreciate other cultures so that they can take a place in our global society. As a result of this, our children will leave Clockhouse Primary School as respectful citizens, who are aware of the importance and acceptance of equality and diversity.

#### What are we trying to achieve through the Clockhouse Primary Languages Curriculum? (*Intent*)

At Clockhouse Primary School all we do is underpinned by our values. These values support our 'Key Curriculum Drivers'. Our drivers are used to ensure all stakeholders know what we want for our children – our intent:

- **Challenge** – In Primary Languages, it is our job to provide opportunities for children to apply their speaking and listening skills from their first language to a new language (French). They are given the opportunity to explore and play with words, phrases and fundamental grammatical skills that the French language is based on. The involvement of speaking and listening activities challenge the pupils to step

out of their comfort zone and build upon their self-esteem to speak in another language in front of their peers and their teacher. We encourage children to develop their critical thinking and strive to stimulate the children's curiosity about language.

- **Global Citizenship** – In Primary Languages, the curriculum develops the children's awareness of cultural differences in other countries alongside British values and curriculum enrichment opportunities. Through teaching a Primary Language, it will question and widen children's own concept of what everyday life is for an individual. We wish for children at Clockhouse to have the opportunity to develop the understanding about other cultures, as well as tolerance and understanding of difference cultures.
- **Creativity** – In Primary Languages, we aim to provide the children with an interactive and purposeful curriculum that we feel benefit the children at Clockhouse. This scheme of work will help to promote a love of learning a language and incorporate WOW learning opportunities to make learning key language and concepts memorable. In turn, children will have a positive attitude towards the language and strive to achieve their best.
- **Aspiration** – We strive to embed the skills of listening, speaking, reading and writing necessary to enable children to use and apply their French learning in a variety of contexts and lay the foundations for future language learning. At Clockhouse, we aim to show children that learning a language can be fun, which will result in pupils approaching Secondary school language lessons with greater enthusiasm and anticipation. We hope to encourage future linguists by inspiring and engaging them from a young age into the subject. Furthermore, we want to be able to expose our children to the endless possibilities open to them within their current community and wider world whether this be through travel or possible occupations they wish to pursue.
- **Well-being** – The Primary Languages Curriculum at Clockhouse ensures planning and the delivery of lessons are catered to the needs of all children at the school. Through the range of speaking and listening activities used, it will help to develop children's own self-esteem and confidence, which in turn will impact their abilities across the school's curriculum. Equally, through the focus of cultural understanding, we aim to widen our pupil's empathy and understanding of different cultures.
- **Cultural Capital** – Primary Languages will help to develop respectful citizens who develop strong values, morals and relationship with people from different cultures and backgrounds. With the ever-changing world in which our children are brought up in, our curriculum equips the children with the knowledge to be able to be good citizens by engaging them in a culture that is different to their own and in turn for laying the foundations for equality and future success in Modern Britain and the wider world.

### **How is the Clockhouse Primary Languages Curriculum delivered? (*Implementation*)**

- The Primary Languages curriculum is mapped out by the Primary Languages co-ordinator, which meets the requirements of the National Curriculum. The units are mapped out to ensure a wide coverage is met and builds on previous learning.
- Key Stage 2 children will be taught French weekly. Learning can also include times throughout the day where French is encouraged including: greeting people in French, answering the register and French songs.
- Physical French Phonics is taught for 5/10 minutes at the start of every lesson. Here children will practise learning the phonic sounds that will be used in this lesson which will allow them to apply what they have been taught.
- All teachers and year group leaders are responsible for the medium-term planning which is cross-referenced with assessment documents and the long-term planning to ensure a broad coverage. Weekly planning links to progression and year groups within the Key Stage Two phase.
- Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games/active learning.
- Lessons are differentiated and adapted to meet the needs of all children and provide a challenge for all.
- Through monitoring and evaluation, gaps in teaching and learning are identified and is targeted through any upcoming INSETs, coaching for improvement and ongoing discussions with teaching staff to celebrate achievements and to improve any areas of development.
- Where possible, the Primary Languages curriculum incorporates cross-curricular links to enable children to recall and apply the knowledge and skills they have within a different part of the curriculum. At times, the scheme of work corresponds with a year group's themed unit of work, for example, when Year 5 are

learning about Space within the 'Earth to Moon' theme, they are also given the opportunity to apply their scientific knowledge to the French curriculum, Les planètes.

- The curriculum is progressive, starting with the children's current knowledge and skills, so that real progress can be made and measured.
- Primary Languages is monitored half-termly to ensure that standards are being met and all children are being given equal opportunities.
- The Primary Language co-ordinator will look for opportunities for enriched activities and organise events, such as pen pals and themed days.
- As much as possible learning is linked to real-life experiences to provide the children with a context for their learning and how this relates to the wider world.
- The Primary Languages co-ordinator ensure that teachers feel equipped to confidently teach French to a high standard and resources are accessible to enable a deepening of children's knowledge, understanding and skills. If teaching staff need guidance on particular areas of the curriculum, the Primary Languages co-ordinator will support staff with the delivery of this.
- Resources are created for year groups to use that are well differentiated and progressive.
- CPD videos have been created by the subject leader and shared with staff. These are based on areas of improvements that were flagged up during feedback and monitoring.
- End of year outcomes have been highlighted and are displayed in all classrooms. These link to the 3 pillars of learning and expectations are made clear to both teachers and children.
- High frequency words that are transferable throughout all of our units are visible for children to see.
- Virtual working walls are included in all lessons. This supports children learning and enables teachers to model to children.

#### **What difference is the Clockhouse Writing Curriculum making? (*Impact*)**

- From their different starting points, all children will make at least good progress and achieve their potential academically, emotionally, creatively, socially and physically. Knowledge, understanding and skills will be secured and embedded so that children attain highly.
- Through the interactive and engaging activities provided through the scheme of work, children will take pride and will relish in what the curriculum has to offer. They will often wish to share what they have learnt during their Primary Languages lessons.
- They will develop in resilience and the ability to persevere when they encounter the challenges that come along from learning a new language.
- They will develop a sense of self-awareness and become confident in their own abilities within the subject. In addition, they will also develop an awareness of others around them, particularly towards cultures that differ to their own.
- Through the focus of cultural understanding within this scheme, pupils will develop a sense of empathy towards others, for example, when a new pupil joins their class, who has a limited knowledge of the English language.
- Through cross-curricular links, a teacher demonstrating that they can provide opportunities for primary languages to integrate into everyday class routines will help reinforce the hidden message that 'everyone can do it'.
- In Primary Languages, they will have strong communication skills, both written and verbal, and will listen respectfully and with tolerance to the views of others.
- Through collaborative opportunities, children will celebrate achievements, work together and feel comfortable to make mistakes.
- Pupils will be ready for the next stage in their learning and life in modern Britain.
- All teachers feel more confident teaching Primary Languages with the current scheme of work.