

Languages at Church Eaton



What are our Aims?

Languages Curriculum Aims Years 1-6

The national curriculum for languages aims to ensure that all pupils:

- 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
- can 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 (German at Church Eaton)

What do we cover?

Our Languages key concepts are embedded throughout the curriculum. Our procedural knowledge progression map then outlines what we want your child to learn at the different stages of their time at Church Eaton.

	Years 1 and 2	Years 3 and 4	Years 5 and 6
To read fluently	<ul style="list-style-type: none"> • Read aloud everyday words and phrases. • Use phonic (or logographic in Mandarin) knowledge to read words. • Read and understand short written phrases. • Read aloud familiar words and phrases. • Use books or glossaries to find out the meanings of new words. 	<ul style="list-style-type: none"> • Read and understand the main points in short written texts. • Read short texts independently. • Use a translation dictionary or glossary to look up new words. 	<ul style="list-style-type: none"> • Read and understand the main points and some of the detail in short written texts. • Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. • Read and understand the main points and opinions in written texts from various contexts, including present, past or future events. • Show confidence in reading aloud, and in using reference materials.
To write imaginatively	<ul style="list-style-type: none"> • Write or copy everyday words correctly. • Label items and choose appropriate words to complete short sentences. • Write one or two short sentences. • Write short phrases used in everyday conversations correctly. 	<ul style="list-style-type: none"> • Write a few short sentences using familiar expressions. • Express first-hand experiences and responses. • Write short phrases from memory with spelling that is readily understandable. 	<ul style="list-style-type: none"> • Write short texts on familiar topics. • Use knowledge of grammar (or pitch in Mandarin) to enhance or change the meaning of phrases. • Use dictionaries or glossaries to check words. • Refer to recent experiences or future plans, as well as to everyday activities.

			<ul style="list-style-type: none"> • Include imaginative and adventurous word choices. • Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). • Use dictionaries or glossaries to check words.
To speak confidently	<ul style="list-style-type: none"> • Understand a range of spoken phrases. • Understand standard language (sometimes asking for words or phrases to be repeated). • Answer simple questions and give basic information. • Give responses to questions about everyday events. • Pronounce words showing a knowledge of sound patterns. 	<ul style="list-style-type: none"> • Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests. • Take part in discussions and tasks. • Demonstrate a growing vocabulary. 	<ul style="list-style-type: none"> • Understand the main points and opinions in spoken passages. • Give a short, prepared talk that includes opinions. • Take part in conversations to seek and give information. • Refer to recent experiences or future plans, everyday activities and interests. • Vary language and produce extended responses. • Be understood with little or no difficulty.
To understand the culture of the countries in which the language is spoken	<ul style="list-style-type: none"> • Identify countries and communities where the language is spoken. • Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken. • Show awareness of the social conventions when speaking to someone. 	<ul style="list-style-type: none"> • Describe with some interesting details some aspects of countries or communities where the language is spoken. • Make comparisons between life in countries or communities where the language is spoken and this country. 	<ul style="list-style-type: none"> • Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. • Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.

What does learning look like in Years 1-6

Your child is taught in mixed aged classes and will complete units of work that can take up to 6 weeks to finish. We begin each unit with a big question to stimulate discussion and provide links with other areas of the curriculum throughout the unit. For each lesson, or sequence of lessons, we follow a seven-step model based on research completed by the EEF (Education Endowment Foundation) [The Seven Step Model](#).

Step 1: Activating Prior Knowledge: We begin by considering the key concepts that we have taught previously and what your child will need to know to access the learning. We ask a series of questions about what they have learned previously that is relevant. Your child will be reminded of the vocabulary and knowledge that they have acquired which will help with the next task.

Step 2: Explicit Strategy Instruction- We introduce the new knowledge, new vocabulary and/or new technique to your child. We ensure that they are not taught too much in one go as we do not want to overload their working memory. We talk to them about how they will complete the task and take them through each step as well as discussing strategies and how to manage their emotions

Step 2: Modelling of learned strategy: We always model how to complete each step of the task then. We show which strategy we will use and how we manage our emotions during the learning process.

Step 4 Memorisation of strategy: We check to see if your child has understood what they have been taught.

Step 5 Guided Practice We then provide lots of opportunities for them to practice and gradually remove support as they become more comfortable. Sometimes your child might need extra help, so they are supported in a way which promotes and sustains their confidence and competence once the scaffold is removed

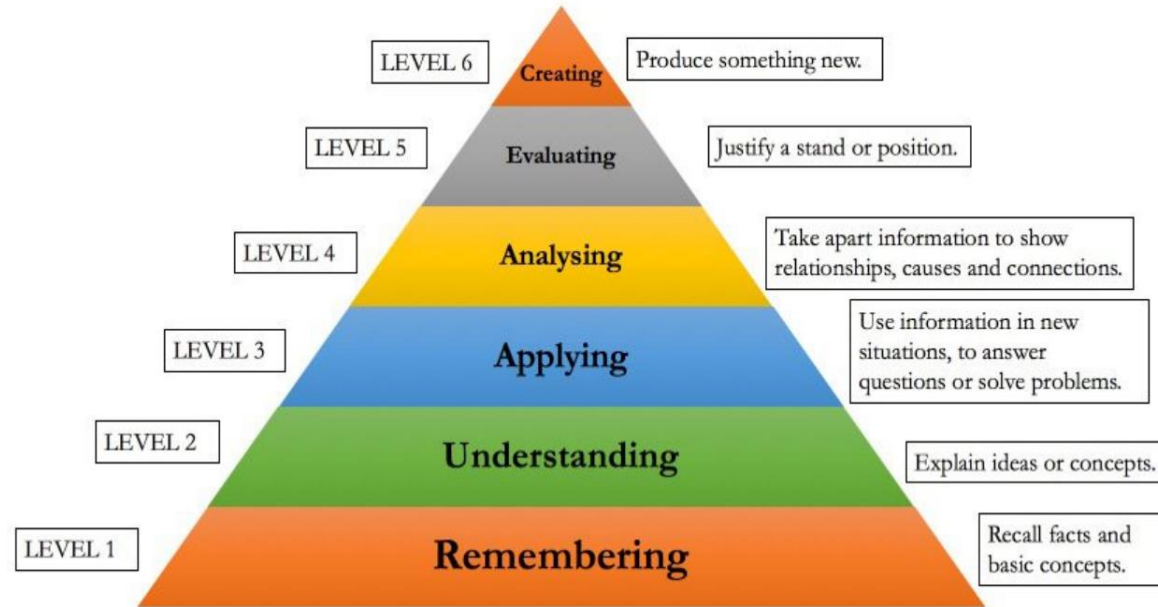
Step 6 Independent practice: Your child may then complete the task by themselves without support

Step 7: Structured reflection: Finally, we think about what went well and what they would do differently next time. We encourage pupils to reflect on how their emotions and motivation levels affected their performance in the task. This can take place as whole class, Individually or in small groups.

How do we track progress in Years 1-6?

Children complete endpoint assessments which we call Products., We then complete book looks/ pupil interviews and regular moderation exercises of this work to check on the progress made and identify how we can support your child in the future.

Because your child is in a mixed age class, which they stay in for two years, we may repeat a concept or a chunk of learning several times. As your child becomes more secure in their understanding of this concept, we are then able to identify the depth of their knowledge. We use Bloom's Taxonomy' to do this. Bloom's Taxonomy attempts to classify learning stages from remembering facts to being able to create new ideas with the knowledge that has been gained. The idea of Bloom's Taxonomy is that learning is a consecutive process. Before applying a concept in real life, we must understand it. Before we understand a concept, we must remember the key facts related to it. It looks like this.



As a rough guide, we aim for children to be working at these levels

	Years 1 and 2			Years 3 and 4			Years 5 and 6		
Year	Year 1	Year1/2	Year 2	Year 3	Year 3/4	Year 4	Year 5	Year5/6	Year 6
Depth of Knowledge demonstrated	Remember	Understand Apply	Analyse Create Evaluate	Remember	Understand Apply	Analyse Create Evaluate	Remember	Understand Apply	Analyse Create Evaluate