

National Curriculum Purpose of Study
 Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

National Curriculum Aims

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.

SCHOOL KEY DRIVERS	
Oracy to place speech and communication at the heart of our curriculum enabling our children to speak confidently, appropriately and sensitively, learning through talk and deepening understanding through dialogue.	
Diversity to develop our children’s horizons and understanding of a variety of lifestyles within a broad, cultural curriculum	Community to develop our wish to be a central part of the local, national and world community
Environment to continue to reinforce that we value the environment and feel passionate about its management	Enquiry to encourage our children to be inquisitive, to ask questions and be resourceful, persistent and independent in their learning.
Risk because children need to learn to assess and manage risks by having fun and a little bit of danger!	Enterprise to support our children in developing more independence and the opportunity to show initiative

National Curriculum Content:
 Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3. Pupils should be taught to:

- 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
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- 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
- 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.

Spiritual, Moral, Social and Cultural development through the teaching of Languages

Spiritual
 Languages provides spiritual development by enabling a sense of fascination about linking their own language to another, exploring new words and phrases and the excitement of being able to communicate with others outside of their everyday experience.

Moral
 Languages provides moral development by enabling respect for other people, their language and culture. Through the challenge of learning to communicate using a different language it supports understanding of and empathy for the challenges faced by people living in and working in different countries.

Social
 Languages provides social development through an approach which is based on oral communication, engaging in learning a new language together with peers through conversation, trial and error and role play. It supports confidence in having a go and will, hopefully, enable children to engage in conversation when they travel.

Cultural
 Languages provides cultural development through the study of other countries which speak German. They learn about the culture, customs and geography of these countries. They have opportunities to engage in cultural experiences through special days and role play.

Working hard to ACHIEVE our best	
A	Aiming high through an Active curriculum which is Accessible to all in order to Achieve the very best that we can
C	Challenging ourselves within a culture of Care, Cooperation and Community
H	Helping each other to achieve within a Happy, Healthy and Hard-working environment
I	Inspiring others to be Independent, Involved and ever Improving
E	Expecting the very best of ourselves and others and always aiming to be Excellent in all that we do
V	Valuing every individual and providing Varied learning experiences
E	Encouraging everyone through our Enthusiasm and Eagerness to be our very best

