



## Languages Curriculum Statement

### Why are Languages important?

Learning a foreign language is a necessary part of being a member of a multi-cultural society and provides an opening to other cultures. A high-quality languages education should foster children's curiosity and deepen their understanding of the world. The teaching should enable children 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 articles and texts in the original language. Language teaching should provide the foundation for learning further languages, equipping children to study and work in other countries.

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

- 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.

### What is Language learning like at St. George's Central CE Primary School and Nursery?

At St George's Central CE Primary School, we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop their ability to communicate, including key skills of speaking and listening and extends their knowledge of how language works. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others. The natural links between languages and other areas of the curriculum can enrich the overall teaching and learning experience.

All Key Stage 2 children are entitled to foreign language learning in school time. We recognise the value of this initiative and will provide age-appropriate Primary Languages learning opportunities for all children in Years 3 – 6. The focus language taught in our school is Spanish.

At St George's Central, languages are taught in Key Stage 2 in a dedicated weekly 30 minute slot, although we also endeavour to integrate language learning into everyday school life, with teachers, teaching assistants and children using and experimenting with their knowledge of different languages whenever the opportunity arises. Teachers follow the bespoke long-term plan for languages developed by the Foreign Language lead, which has been designed to offer children opportunities to learn Spanish through speaking, listening, reading and writing, alongside grammatical and phonetic rules. We foster a problem-solving approach, giving children opportunities to work out language use for themselves in a supportive context where risk-taking and creativity are encouraged, and there is an emphasis on having fun with the new language. ICT is used regularly to enhance teaching and learning.

***'Never settle for less than your best'***

***Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12***

There are three main contexts in which language teaching and learning take place:

- **Languages lessons** - Although Primary Languages cuts across the curriculum, children are taught specific skills, concepts and vocabulary in a weekly dedicated lesson with the Foreign Languages lead or a class teacher. During this time, the priority will be to ensure that all children are participating in the lesson by speaking and listening to the language.
- **Languages embedded into other lessons** - Where appropriate, teachers give children opportunities to practise their foreign language in the context of lessons in other subject areas. For instance, some instructions may be given in another language; or children may count in another language while carrying out a numeracy activity. This acts to reinforce the vocabulary and structures they have learned.
- **'Incidental' language**- Languages are part of the day to day life of the school. For example, greeting each other in the foreign language or teachers using the foreign language to give simple classroom instructions ('come in quietly'; 'listen'; 'look'), to ask questions ('who wants school dinner?'; 'what's today's date?') and to take the register. Children are encouraged to respond using the language they have learned, and sometimes teachers and children develop new language skills together, teachers acting as role models in the learning process. Although Spanish is our chosen focus language, opportunities for the learning of other languages may present themselves, particularly where children with EAL are concerned. In these cases, efforts may be made to learn basic words and phrases from the child's native language. This will encourage inclusion, as well as giving other children the opportunity to learn a different language.

### **Ways to explore Spirituality in Foreign Languages**

At St. George's Central CE Primary School and Nursery we believe that our curriculum should provide opportunities for children to develop a love of learning, so that they go on to make a positive difference to themselves, their community and the wider world. We have developed a definition of what we believe Spirituality is:

**'Spirituality is...an understanding of how beliefs, values and experiences shape the identity of individuals, their spiritual disciplines and connections with life.'**

Teaching a foreign language can support spiritual development because it helps learners reflect on meaning, identity, and connection with others, for example through:

- Encountering other cultures encourages empathy, respect, and openness to difference.
- Language expresses values and worldviews helping students see that there are many ways of understanding life and what matters.
- Learning another language invites self-reflection as children often experience themselves differently when speaking it.
- Listening, patience, and silence are part of language learning and can foster attentiveness and humility.
- Authentic texts and traditions (stories, poetry, songs, religious or philosophical writings) raise ethical and existential questions.
- The classroom can become a community, where dialogue, mutual respect, and shared meaning are practiced.

Overall, foreign-language teaching can gently open space for spirituality by promoting reflection, empathy, and a sense of connectedness—without promoting any particular belief system.

### **Opportunities to celebrate Languages at St. George's Central CE Primary School and Nursery**

- Languages are celebrated on the European Day of Languages in September, which usually involves a whole school worship to introduce the theme of the day, followed by each class participating in a number of activities based around a particular European country. Children would then be involved in a sharing assembly at the end of the day to share their learning.

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- Some of the humanities topics covered involve learning about other countries, for example 'The Mediterranean'. When this topic is covered, classes hold theme days where they sample food and learn to speak some basic language of their country of choice.
- Although our focus language is Spanish, we use opportunities wherever possible to learn words and phrases from other languages to. An example of this would be learning that is done during celebrations for Lunar New Year.
- Some teachers have chosen to use Spanish during their class worships, which have been attended by parents. This has allowed children to demonstrate their language learning and we have received very positive comments about this from parents and carers.
- During curriculum lessons, children who display a talent for languages are often used to model language concepts to others. This utilises their language skills as well as supporting children who find learning languages difficult.
- We have a number of children who speak English as an additional language. Wherever possible, we encourage these children to teach other children in the class words and phrases from their native language.
- Photographs and short video clips are often taken during lessons either in class or in the 'Green Room' and shared on social media platforms to allow parents and carers to see how children are progressing with their language learning.

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