

EYFS and Key Stage 1&2 Languages Curriculum



Chelsea Community Hospital School

At Chelsea Community Hospital School (CCHS), we do not offer timetabled Languages lessons at KS 1&2 but aspects of the curriculum are taught linked with the Geography strand of our themes, following the 2014 National Curriculum and with reference to EYFS Framework Early Learning Goals. At CCHS we recognise that learners in a hospital school setting have often missed significant periods of school and may join us with spiky learning profiles and gaps in their learning. CCHS staff tailor teaching and learning in Languages to the level and pace specific to each learner. For the areas of the History curriculum we do teach we use our own planning, set work from a student's enrolled school, and the pupil's interests as an aid to motivation and engagement.

Intent

- To inspire pupil's curiosity about the other languages and other countries and cultures.
- To help pupils understand and respond to spoken and written language from a variety of authentic sources
- To support pupils to 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
- To encourage pupils to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- To help pupils discover and develop an appreciation of a range of writing in the language studied.
- To provide opportunities for consolidation, challenge and variety to help support interest and progress in Languages.

Implementation

- Aspects of the Languages curriculum are planned as part of our half termly themes
- Delivery of the Languages curriculum can also involve work from pupil's enrolled schools and work stemming from the interests of individual pupils
- Teaching staff are aware of the progression of the Languages curriculum (see Languages Curriculum Progression Map) and take note of this when preparing lessons
- The introduction and revision of key vocabulary is built into each lesson.

Impact

- Children are engaged, curious and resilient in the Languages part of lessons and relish the challenge and opportunities that the subject offers.
- Impact is measured through key questioning built into lessons with the aim that pupils can articulate what they have learned.

Early Years Foundation Stage

At CCHS we teach children from their Reception Year and teaching and learning is based around the needs, interests and ideas of the child. We respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Children are provided with a range of

rich, play-based experiences and more structured activities in which they can explore, think creatively and be active learners.

The most relevant statements for Languages taken from the Early Learning Goals in the EYFS statutory framework and the 2020 Development Matters are taken from the following area of learning - Understanding the World

- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Recognise some environments that are different to the one in which they live.

English as an Additional Language

At CCHS, we welcome and value the cultural and educational experiences that pupils with EAL bring to our school. We value a student's linguistic skills in their own language(s) and acknowledge the time it takes to become confident in another language. We use a range of teaching strategies and resources to support EAL learners.

In Languages we strive to include the languages of the diverse range of pupils who attend the hospital school.

Pupils with Special Educational Needs

CCHS is an inclusive school and we aim to give all our students equal access to our classrooms and resources regardless of their special educational needs or disabilities.

In Languages, students with SEN will be supported to engage meaningfully in their learning through quality first teaching whereby they receive high quality teaching, differentiated for individual pupils using individualised strategies, support and curricula which are reviewed and improved on a regular basis.

Given the unique changing profile of our students there are specialised SEN teachers which can be consulted to offer targeted and specialised support through high quality interventions (see SEN Curriculum Statement for further information).