

	<h1>Primary Languages Policy</h1>	
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Intent in Primary Languages		
<p>Language learning enables young people to express their ideas and thoughts in another language, and to understand and respond to its speakers. This is essential, practical knowledge for all global citizens. More than this, it is about young people exploring the relationship between language and identity, about developing an international outlook and growing into an enhanced understanding of the world and their place within it. Language learning has been embedded throughout our learning environments, from signage around the schools, to key phrases used in our assemblies. As schools we aim to provide the children with an exciting environment within which to learn languages.</p> <p>The schools aim to provide children with an awareness of the benefits gained through language learning. Further, we aim to equip young learners for the future and ensure a smooth transition in language learning from Key Stage Two to Three. We seek to expose children to language learning from Foundation Stage through to Year 6, thus ensuring a deeper learning and understanding of languages. We believe children should be aware of worldwide cultures and have the opportunity to be exposed to several different languages other than their mother tongue of English. Children learn French or Spanish but have the opportunity to learn key phrases from other languages through our annual International events in the spring term. Our philosophy and aims are in line with the East Riding Languages Statement.</p> <p>The overall aim for languages is that pupils develop a deep interest in and appreciation for other cultures, as they learn to understand and express themselves with increasing confidence in a specific language. We aim to:</p> <ul style="list-style-type: none"> • Foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils; • Stimulate and encourage children’s curiosity about language and creativity in experimenting with it; • Support oracy and literacy, speaking and listening skills; • Develop phonological awareness for the chosen language to directly improve progression • Develop children’s awareness of cultural similarities and differences; 		

- Lay the foundations for future language study by pupils;
- Provide an added perspective on first language teaching and learning;
- Give an extra dimension to teaching and learning across the curriculum.

Speaking and listening:

The children will learn to

- Listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English;
- Listen for letter sounds and increase awareness of the phonology of a particular language
- Understand and respond with increasing competence, accuracy and confidence in a range of situations;
- Join in songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way;
- Take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings;
- Memorise and recite short texts, and prepare and give a talk on a familiar subject confidently and with regard for the audience.

Reading and writing:

The children will learn to

- Remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;
- Read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;
- Read, copy and write independently familiar words and simple phrases in context e.g. classroom items, display labels, weather chart, date;
- By KS2 children should begin to write sentences and short texts independently and from memory, and be able to write short descriptions by Year 6.

Role of the Subject Leader

The subject leader is not expected to know “everything” about a subject but is expected to be fully abreast of how best to teach and organise the subject in addition to being aware of current best practice and research in the subject.

The coordinator will moderate the standards of children’s work and the progression of planning, teaching, and learning across the school. This includes the transition from the Foundation Year; understanding how the subject’s foundations are grounded and developed in the Foundation Year.

The subject leader will support colleagues in the teaching of the subject, informing them about current developments in the subject, and providing a strategic lead and direction for the subject in the school. This will involve leading teacher meetings as required and

producing an annual subject evaluation to feed into the Standards Night and through to the new School Improvement Plan.

The coordinator should advise the Headteacher, staff and governors of current practice in the subject and any new initiatives put forward by the government or LA.

Role of the Class Teacher, Senior Management Team & Governing Body

The governing body should, in cooperation with the Head teacher, determine the school's general policy and approach to the subject at the school. This will include the priority given to the subject within the context of the whole curriculum.

Implementation - Entitlement, Curriculum Organisation & Planning

We aim to inspire, motivate and encourage language learning regardless of ability through interesting, engaging activities that appeal to all learners. The key concepts, themes and processes which run through the units which develop, step by step, and show progression year on year are reflected in the organisation of objectives in FliC and the Age Related Expectations and aim to develop:

- **Understanding spoken and written words**
- **Listening and joining in with phonic actions and relating these to the written word**
- **Reading words and phrases, building up to sentence level**
- **Using visual clues to work out new language**
- **Applying phonic knowledge**
- **Build up a repertoire of short phrases developing into conversation**
- **Learn a variety of grammar points and be able to apply the rules in learning**
- **Understand the relevance of learning a language and relate this to the real world**

The Subject Leader or visiting teacher will teach across Key Stage One and Two. This will be on a fortnightly basis, providing teachers with a model lesson and introduction to the following lesson for completion before the next time the Subject leader teaches the group.

The exception will be the first and last week of each term. During this time, the Subject Leader or visiting teacher will take the time to plan and organise future lessons, resources and associated materials.

The class teacher in Key Stage Two will usually complete the next iLanguages lesson in the scheme. The Subject Leader will model any vocabulary and liaise with staff to ensure that what is required is clear. Timings are as follows:

Foundation Stage: 15 minutes per week

Year One: 15 minutes per week

Year Two: 30 minutes per week
Year Three: 45-60 minutes per week
Year Four: 60 minutes per week
Year Five: 60 minutes per week
Year Six: 60 minutes per week

All children will be exposed to the phonics for the target language. From Year 2 upwards, all children will have a languages booklet for formal recording. Languages will be taught by the class teacher and Subject Leader and visiting specialist (Woodmansey). The class teacher can provide the continuity of experience and will underpin language learning through other areas of the curriculum, exploiting cross-curricular links. Class teachers should ensure daily that the date is written in the target language on the board. Opportunities should also be sought for 'Out of lesson learning' (see section on links to other curriculum areas). The Subject Leader will be responsible for teaching languages from the Foundation Stage through to Year 6 on a fortnightly basis. In addition, the role will include:

- Keeping abreast of the latest updates linked to Primary Languages.
- Supporting staff across both schools with CPD.
- Ensuring fortnightly phrases are placed throughout the school in classrooms.
- Supporting the class teachers with the monitoring and assessment of children in Primary Languages.
- Updating the policy
- Ensuring resources are up to date and supportive to the non-specialist.

Where a language is not a specialist subject for a class teacher, sufficient opportunities and resources will be made available to support their role. More specifically this includes:

- Availability of audio and visual resources accessed through the shared Googledrive, online support programmes to listen to native speakers
- The use of the iLanguages scheme of work

In house development and training through staff meetings and teacher to teacher support across the schools.

Monitoring the Impact (Assessment, Reporting and Recording)

The Subject Leader will conduct Learning Walks and analyse the impact of teaching and learning in Primary Languages by conducting deep dives, which include sampling the pupil voice and the work at all stages. Further, an annual Self-Evaluation analysis will be provided for governors through the Annual Standards Report and Standards Evening.

Monitoring is carried out by the Subject Leader and class teacher, in the following ways:

- Informal discussion with staff and pupils
- Observation of language displays
- Collection of language planning
- Updating the Subject SEF

- Looking at the work in individual books
- Classroom observation
- Completion of self-assessment charts by the children

Opportunities to monitor the children's progress in Primary Languages are made available through the Subject Leaders discussion with the class teacher. The assessment tool FLiC is used to assess the children against a set of 'I can' statements. These are broken down into skill areas. This provides an essential opportunity which helps to inform future planning and assessment as well as clearly showing areas which may require further development. The objectives for FLiC are based on the Age Related Expectations as set through the Primary ERSIP Languages project (2018 and further updated in 2021).

Mastery in Primary Languages

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.

The process of language teaching is consistent throughout the school due to the delivery by a language specialist and then follow up/next lesson conducted by the class teacher. The structure of lessons is consistent. Each unit builds upon the next and children utilise their vocabulary, phonic and cultural knowledge to further their learning (Language learning skills) and develop their listening, speaking, reading and writing abilities.

Pupils are given the opportunity to learn in different ways within a language lesson to reinforce learning and understanding. Pupils are exposed to a range of media, film clips and songs. Children use a variety of skills for example, reading, writing, speaking and listening. They listen to authentic speakers in the target language. They develop their learning of a language through a process of listening, repeating, reading and writing. As children move through Key Stage Two, they become further proficient at writing sentences and speaking in more detail, building upon their earlier phonic learning in Key Stage One and lower Key Stage Two. Children also have other experiences in Primary Language learning through special meals, events and celebrations as part of special language days, assemblies and events.

The use of iLanguages in Key Stage Two ensures that children are taught around the three key pillars of learning, grammar, vocabulary and phonics. The iLanguages programme is a spiral curriculum and ensures that children have the opportunity to revisit and therefore embed learning into the longer term memory.

Year Two lessons might include all or some of the following:

- Greetings
- Phonic sounds
- Film clip or song to develop listening ability
- Reading in the target language
- Speaking independently or in a group
- Completion of a written activity

Children are expected to be able to understand the way in which they have learned. Children are expected to be able to use their learning in different ways for example when using greetings, they would be able to say the word, identify the letter sound and write the word in the target language.

Each lesson follows on from the previous one, children use their knowledge, vocabulary and language learning skills. Children can see how each lesson follows on and helps to develop their fluency and understanding in the target language of French or Spanish. They revisit and use previous vocabulary they have learned and apply their knowledge of grammar and phonics.

Primary Languages in the Foundation Stage

In the Foundation Stage, all lessons include a focus song or game. Each session lasts 15 minutes. Children are given the opportunity to explore things with a cultural link to the country for the language they are learning for example: food tasting, learning about the flags, looking at photographs and film clips linked to cultural references. The activities correspond to some of the early learning goals:

Understanding the World: People Culture and Communities

Children at the expected level of development will: -

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

It also corresponds to **Expressive Arts and Design:** Being imaginative and expressive:

Children at an expected level of development will:

Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

(Department for Education, Early Years Foundation Stage Profile, London, DfE, April 2022, p13,14)

Relationship with the rest of the curriculum and Cross Curricular Opportunities

Success in learning a language develops through the frequency of revisiting the words, vocabulary, phrases and rules the children are learning. There should be regular opportunities made by all class teachers for 'Out of Lesson' learning. This might take the form of:

- ***Taking the register in the target language linked to the current learning (this should link to learning currently to ensure progression for example if asking for snacks and drinks at the café, children may respond with 'Quisiera un café' or 'Je voudrais un croissant.'***
- ***Using key phrases as part of the PE lessons.***
- ***Giving access to an age appropriate language App at other times during the week, for example 'Duolingo', 'Droplets' and the 'iLanguage builder App'.***
- ***Playing a song that has recently been taught or one that the children are currently learning at other times aside from the timetabled language lesson.***

Phrases are regularly used in assemblies and signage around the school in the target language helps to support and underpin these opportunities for learning.

Promoting Equality & Inclusion

The Languages curriculum will be delivered to all pupils, regardless of age, gender, ethnicity or ability, subject to guidance and recommendations as set out in the school's Equal Opportunities Policy.

SEN/D

All pupils have access to the Modern Foreign Languages curriculum, subject to differentiation according to their individual needs and in accordance with the school's S.E.N.D policy. Primary Languages teaching at Molescroft Primary School is fully inclusive. No child is excluded by reason of a learning difficulty, or because they have English as an additional language. Experience has indeed shown that such children can derive particular benefit from taking part in Primary Languages learning activities in which they may be less disadvantaged than in other areas of the curriculum. Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. The lesson can be adapted as appropriate to match the needs of individual children. Planning will have additional guidance on how to adapt tasks. Pairs and

groups for collaborative work may be made up in different ways, depending on the task. In summary this might mean:

- Setting open-ended tasks
- Ability groupings within the class
- Peer Support

Talented Pupils

Talented pupils will be given the opportunity to further enhance their skills due to the nature of the lessons. Tasks will be open ending giving the opportunity for further progression. The Subject leader will regularly liaise with staff to identify who these pupils are.

Resources

Languages will be taught both formally and informally, including everyday classroom situations, games, routines, songs, learning through rhyme, finger puppets and storytelling.

In Key Stage Two, the use of iLanguages will enable the following:

- The delivery of French and Spanish by non-linguist teachers due to the expert resources included within the package.
- Step by step lesson plans with objectives, success criteria and assessments mapped to the new NC and KS2 framework
- A strong phonics focus and support for non-specialists with sound files and video clips to aid pronunciation
- Exposure to Talk4Writing and Kagan co-operative learning methodology to enhance interaction and progress
- Includes all resources: a work book, videos, PowerPoints, interactive stories, songs, sound files, board games, worksheets
- Supporting apps so children can practice the same language at home and at other times in school

Extended Curricular Opportunities, Wider Opportunities and Liaisons with Other Organisations

The Primary Languages ERSIP project provides an opportunity to keep abreast of the latest developments in the subject area. Liaison with the local authority and school improvement service ensure that best practice is taking place. Links have been made with the publishers of the iLanguages scheme of work.

A list of apps to access for primary language learning will be shared with parents on an annual basis. Parents and siblings should be encouraged to use phrases that the children have learned at school in the home environment. This focus is encouraged through whole school homework for example asking children to set up their own café scene at home and recording it or creating their own menu in the target language.

