

# Leigh Academy High Halstow

## Languages Policy

### Primary Years Programme

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14/07/2025	<ul style="list-style-type: none"><li>• read entire policy for accuracy and relevance</li><li>• added information relating to the use of Language Link and Skills Builder</li><li>• added reference to cross-Trust moderation for writing</li></ul>

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### **1. Overview of Language at Leigh Academy High Halstow**

#### **1.1 : Statement of Belief**

At Leigh Academy High Halstow, we believe that language is fundamental to the success of the learning of all pupils. Language encompasses many skills and we support our pupils to express themselves through speaking and listening, reading and writing. This also includes communication through different languages and subject specific vocabulary of science, mathematics and the arts.

We believe that literacy teaching should be integrated within our units of inquiry, supporting pupils to cultivate a love of literacy thus building life-long readers and writers. Through lines of inquiry, teachers provide pupils with opportunities to use language in many different ways, including debate, role-play and through poetry. Pupils learn an additional language which is linked to lines of inquiry where appropriate. At Leigh Academy High Halstow, teachers work collaboratively to make sure that language is taught through meaningful contexts.

#### **1.2: Language Profile of Pupils at Leigh Academy High Halstow**

The cultural and linguistic background of the majority of our pupils is similar, being residents of the local area. The following points summarise the language profile of students currently studying at Leigh Academy High Halstow:

1. All students have English as their mother tongue / native language.
2. A small percentage of students have family members who speak an additional language (namely Chinese, Turkish, Greek, Spanish, Arabic).
3. English is the medium of instruction and is commonly acceptable to all.
4. Most students are second language learners of Spanish.
5. 5% of pupils are of Romani Gypsy or Irish Traveller descent. These families will often use Angloromani in conversational language at home by using the odd Romani word whilst speaking English. It is therefore important that the school community understands what commonly used Romani words mean.

At Leigh Academy High Halstow, we believe that learning a second language will enrich the personal development of a child and enhance intercultural understanding and international mindedness. The school believes that the contribution of parents, pupils, teachers and the wider society will support us in developing a caring language community and confident language learners.

#### **1.3: Support for Language Learners**

Leigh Academy High Halstow creates a supportive language community to enhance the language learning of all pupils. Leigh Academy High Halstow is a language-rich environment, with a central school library, book corners and a range of resources are available for pupils to use. In each classroom, there is an ever-increasing implementation of technology to further develop and embed pupils' use of language.

Staff know their pupils exceptionally well, and would know any pupils for whom English is an additional language (EAL pupils).

#### **1.4: Parental Support for Language**

Parents are encouraged to support language development at home through homework assignments. Parents are asked to read with their child on a regular basis, check for understanding and comprehension, assist with inquiry-guided research and encourage oral communication. At Leigh Academy High Halstow, we are keen for parents and extended family members in our community to share their mother tongues in school to immerse our pupils in language. Parents are encouraged to volunteer and come into classrooms or share resources that are in their mother tongue for all pupils to access. For instance, one Spanish-speaking parent runs an after school Spanish Club.

## **2. Language and Literature**

### **2.1: Language and the Program of Inquiry**

At Leigh Academy High Halstow, language is integrated throughout the curriculum. Higher level thinking, key concept questions, and extended research all lend themselves to having a strong vocabulary and language presence. Oral, visual, and written language are all developed within activities. A range of high quality texts are carefully chosen to enhance pupils' use and understanding of rich and ambitious vocabulary. Whenever possible, texts are chosen to support the understanding of Lines of Inquiry and draw on writing of authors from different cultures.

### **2.2: Language in the Classroom**

At Leigh Academy High Halstow, language is supported through a range of literacy activities such as: reading comprehension, reading for pleasure, shared writing, extended writing, classroom libraries, visuals, instructional vocabulary, individual word lists, daily reading of the class novel and opportunities for pupils to use language during presentations and collaboration.

Pupils are supported in their speaking and listening development by engaging with collaborative work as part of their lines of inquiry. As part of Quality First Teaching, questioning and peer discussions are used daily within lessons. In more specific projects, pupils may feedback in a more formal way, for example, two groups may be asked to show one another their role play, or a group may be asked to share their presentation with the whole class.

Skillsbuilder is used to support pupils in developing speaking and listening skills, identifying areas for further development for teachers. Other assessment tools such as Language Link are used with all pupils at regular intervals to support teachers to identify and provide intervention for any particular individual student's speech and language needs.

Learning is adapted in the classroom environment in a variety of ways. Pupils are individually assessed in their reading ability using teacher assessment. Pupils are assessed individually in their writing using teacher assessment, including cross-Trust moderation meetings. Writing focuses on meaning as much as technical skill, writing should be relevant and purposeful.

### **2.3: Instruction and Assessment in Language and Literature**

By participating in studying Language and Literature, pupils explore the fundamental concepts of analysing text, organising text, producing text, and using language. The purpose of writing is to communicate, learn holistically and promote intercultural awareness. Within the IB Programmes, students will read a variety of fiction, non-fiction and poetry. Through literacy based inquiry methods, students will locate, evaluate, and synthesise information in order to create new knowledge.

In order to provide students with an authentic and diverse language and literature learning experience, teachers will:

- use the PYP aims and objectives as best practice;
- facilitate reading in all subject areas;
- provide cross-curricular connections between texts when available;
- use a variety of texts and media including global works and perspectives;
- use formative and summative assessments to drive teaching;
- provide opportunities for pupils to take action within the larger community.

### **3. Additional Language:**

#### **3.1: Introduction**

As the UK is becoming an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages. It is vital that our learners develop international-mindedness in order to engage with others in the world.

*'International-mindedness is a view of the world in which people see themselves connected to the global community and assume a sense of responsibility towards its members. It is an awareness of the interrelatedness of all nations and peoples, and is a recognition of the complexity of these. Internationally minded people appreciate and value the diversity of peoples, cultures and societies in the world. They make efforts to learn more about others and to develop empathy and solidarity towards them to achieve mutual understanding and respect.'*  
(Oxfam 2105; UNESCO 2015)

At Leigh Academy High Halstow, we believe that the earlier a child is exposed to a foreign language, the faster the language in question is acquired. Learning a language enriches the curriculum, provides excitement, enjoyment and challenge for children, while helping to create enthusiastic learners who develop positive attitudes to language learning and different cultures.

Learning a foreign language is part of the primary National Curriculum and is a requirement for all children within Key Stage 2 (KS2). **Following discussions with the pupils, Leigh Academy High Halstow have opted to teach Spanish to all of our children in KS2.**

#### **3.2: Aims**

Our aim is to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious and confident about foreign language learning when they finish the primary school phase of their education.

We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning Spanish:

- speaking
- listening
- reading
- writing
- grammar

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We extend their knowledge of how language works and explore the similarities and differences between foreign languages and English. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

#### **3.3: Teaching and Learning Overview**

Our whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

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 authentic writing in the language studied.

By the end of key stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. 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.

### **3.4: Organisation & Delivery**

#### **Early Years and KS1:**

A whole school approach to MFL is desirable, so although language will be optional for Early Years and KS1 for the time being, teachers are encouraged to start introducing MFL within the school environment. Our younger pupils may take part in any activities, within any language, to inspire interest, motivate understanding and to assist general literacy skills within these year groups.

#### **Key Stage Two:**

Spanish is taught in a whole-class setting by the class teacher. Teachers plan their lessons using the *Languagenut* scheme of work and can supplement this with their own ideas and experiences, and those of their colleagues.

The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. Children with SEN have access to the curriculum through variation of task, grouping or support from an adult.

Each class has a timetabled lesson of at least thirty minutes per week. Spanish can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained.

Spanish lessons include:

- interactive whiteboard materials
- interactive games
- songs & raps
- differentiated desk-based consolidation activities

Lessons focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).

Below is an example outline of the units we will cover throughout KS2, this is subject to change:

<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
About Me	Going to School	Useful Phrases	More About School
Hobbies and Pets	Going to Work	Food & Mealtimes	Our World
Where I Live	Around the World	Around the House	Describing People & Things
My Appearance	Healthy Lifestyles	Music & Celebrations	Technology
Animals, Colours & Sizes	Clothes & Shopping	On The Way To School	The Environment
Food & Drink	Weather	Seasons & Holidays	Hygiene & Healthcare

### **Year 3: Units 1-6**

The first year allows learners to explore the basics of their new target language. There are six units covering a variety of topics, such as greetings, food and drink, hobbies, and family. Whilst users are introduced to a range of new vocabulary, they are also encouraged to formulate simple phrases and sentences to further develop their knowledge and use of the language. Grammar points are included throughout and in this first level, learners will become familiar with concepts such as masculine and feminine nouns, negatives, and various verb conjugations.

### **Year 4: Units 7-12**

As children progress to Year 4, they will continue to find out more about how the language works and will discover more useful vocabulary from areas such as jobs and professions, going on holiday, and healthy lifestyles. Again, sentence building will form an integral part of users' learning as they encounter new phrases and start to link them together. Other grammar points include the introduction of reflexive verbs and demonstrative pronouns, as well as comparatives and superlatives. By the end of Year 4, learners will be able to tell the time, talk about their morning routine and discuss weather and holidays.

### **Year 5: Units 13-18**

Year 5 extends learners' language capacity by introducing question words and phrases and possessive pronouns, amongst other grammar points. Again, an interesting array of topics such as food and cooking, music and sounds, around the house, and travel all present key vocabulary. In addition, learners can familiarise themselves with the construction of longer phrases and sentences through the use of connectives and by the end of the unit will be in a position to comfortably discuss the topics offered here alongside those from previous year groups.

### **Year 6: Units 19-24**

The fourth and final year of learning provides a wider range of adjectives, prepositions, and a glimpse into using the past tense. A more advanced range of topics is also offered, including technology, the environment, and healthcare. By the end of this level, learners will be able to draw upon a wide range of target language vocabulary and understand a number of key grammar features. By combining these

into more complex sentences and developing the ability to talk about topic areas in more detail, they will be able to interact confidently in their chosen language.

### **3.5: Assessment of Pupil Learning & Progression**

Languagenut supports us to track language learning attainment and to motivate students. As well as producing reports at school, class and student levels for teachers, Languagenut is very motivating for students. Students earn points and medals by taking part in games online and can see how they rank in the Languagenut league table. This supports them to track and monitor their own progress.

### **3.6: Monitoring and Evaluation**

The Subject Leader monitors the effectiveness of the language teaching provided throughout the school via observations with feedback given to teachers delivering foreign language lessons. The Subject Leader and Leadership Team will together monitor the learning and progression made by pupils across the key stage.

All data, ranging from evidence of classroom teaching to individual pupil skills reports, is securely stored. This can be accessed by class teachers, the Subject Leader and SLT so all key stakeholders can evaluate delivery, performance and progress.