

Primary Languages Policy

School Intent

At The John Harrox Primary School, our curriculum is designed to ensure children have a love for learning and a thirst for knowledge. It recognises children's prior learning, providing first hand learning experiences, allowing the children to develop interpersonal skills, build resilience and become creative, critical thinkers. Children's learning is viewed as a sequence, building blocks of knowledge overtime to achieve a bigger picture; cumulative knowledge is developed over time. Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a keen desire for new experiences and knowledge.

We promote 4 key outlooks on our world which include:

A Global Outlook

An Enterprising Outlook

A Creative Outlook

A Healthy Outlook

Each topic that is taught takes one outlook as a focus, ensuring a balanced coverage.

This policy has been adopted by the *Governors* in consultation with the Headteacher, FL Co-ordinator and teaching staff.

'Learning a foreign language is 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 National Curriculum in England Framework Document (DfE) 2014).

Intent	Implementation	Impact
<p>At The John Harrox Primary School, we believe that teaching a foreign language helps our children develop a Global Outlook on the world in which they live.</p> <p>At The John Harrox Primary School, we believe that beginning to learn a foreign language prepares our pupils to participate in a rapidly changing world in which work, and other activities, are often carried out in languages other than English. The rise of international commerce means that pupils should be equipped with the skills needed by the international</p>	<p><u>Time allocation</u></p> <p>In both LKS2 and UKS2, our children experience approximately 50 minutes of dedicated PFL teaching per week across the year.</p> <p>'Incidental' language teaching may happen in addition to the lesson time stated above. For example, teachers may use the foreign language to give simple classroom instructions ('come in quietly'; 'listen'; 'look'), to ask questions ('what is today's date?'), to</p>	<p><u>Assessment and Record Keeping</u></p> <p>We report on pupil progress and attainment in PFL to parents, as required by law, annually. The 2014 National Curriculum PoS are used as a reference and to aid summative assessment.</p> <p>All class teachers will undertake regular, ongoing, formative assessments in PFL using the Language Angels assessment units at the end of each termly block of learning.</p>

<p>workplace.</p> <p>The choice of which language to teach is secondary to the lifelong language learning skills that our pupils will be encouraged to develop - skills which they will be able access in the future in order to help them learn new languages or to improve their competence in an existing language.</p> <p>Increased capability in the use of PFL promotes initiative, confidence and independent learning and encourages diversity within society.</p> <p><u>The Aims of Foreign Languages</u></p> <p>Foreign Languages at The John Harrox Primary School is provided in line with the legal requirements as follows:</p> <p>To ensure that all pupils understand and respond to spoken and written language from a variety of authentic sources.</p> <p>To ensure that all pupils 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.</p> <p>To ensure that all pupils can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.</p> <p>To ensure that all pupils discover and develop an</p>	<p>take the register, to lead an assembly and give permission for children to leave the room. Children are encouraged to respond using the language(s) they have learned.</p> <p><u>Teaching and Learning</u></p> <p>Although PFL cuts across the curriculum, children are taught specific skills, concepts and vocabulary in a weekly lesson with a teacher.</p> <p>The long-term curriculum map for PFL has been written with reference to the 2014 National Curriculum PoS for languages.</p> <p>The long-term plan has been organised to ensure a balance between language learning and cultural understanding within each academic year to build upon previous language learning, ensuring progression.</p> <p><u>Planning and Resourcing</u></p> <p>Medium term plans and lesson plans are taken from the Language Angels scheme, ensuring that coverage and progression include knowledge and skills in speaking and listening, reading, writing, grammar, and phonics.</p> <p>Language Angels is a holistic resource, including planning, paper-based classroom resources and interactive games and activities. However, supplementary resources may also be used to support additional practice of the lesson objectives.</p>	<p><u>Monitoring, Evaluation and Review</u></p> <p>This policy should be reviewed by all staff and governors on a regular basis to ensure that this policy is in practice, and to help teachers keep track of their own work and needs for support or training.</p> <p>The PFL leader keeps an updated record of developments and monitors progress within this curriculum area.</p> <p>This policy will be reviewed in 2025. Evaluation of the policy and practice will take place annually.</p> <p>February 2024</p>
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<p>appreciation of a range of writing in the language studied. (The National Curriculum in England Framework Document (DfE) 2014).</p>	<p>Planning ensures that prior learning can be revisited and previous skills utilised.</p> <p><u>Equal Opportunities and Inclusion</u></p> <p>The whole school policy with regard to inclusion, equal opportunities and differentiation applies to the teaching and learning of PFL. Language teaching at The John Harrox Primary School is fully inclusive. Language learning activities are delivered in such a way as to encourage the full and active participation of all pupils and work is differentiated as appropriate to the needs of the individual.</p> <p>A variety of techniques are used to encourage all children to actively engage in PFL. These include (but are not limited to) games, choral speaking, role-play and songs.</p> <p><u>Enrichment and Extention</u></p> <p>Activities that provide enrichment and extension could include, but are not limited to:</p> <p>Celebrating holidays, cooking meals/food tasting, watching cartoons, singing songs and rhymes, reading short stories, playing puzzles and games and using online language learning resources and apps e.g. Babbel and Duolingo.</p> <p><u>Links to Other Subjects</u></p> <p>Learning another language presents opportunities for the reinforcement of knowledge, skills and</p>	
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understanding developed in other curriculum areas. These opportunities can be exploited through aspects of:

English: development of speaking and listening skills, knowledge and understanding of grammar and sentence construction. Opportunities to compare the foreign language with English or another language can be exploited through use of the new alphabet, phonemes, rhyming patterns, sound/spelling links, dictionary work, formation of structures (such as singular/plural, gender, negatives, question forms, position of adjectives, imperatives), intonation, dialogues, poetry, different text types, formation of complex sentences.

ICT: use of materials from the internet, video and audio, word-processing and online translation tools.

Citizenship: the multilingual society, knowledge of other countries and cultures.

Mathematics: counting, calculations, the time and the date and money.

Geography: maps, work relating to the study of other countries, points of the compass and weather.

Science: work on parts of the body and animals.

Music: rhyming, rhythm, singing and world music.

RE: international or multicultural work, celebration of festivals, storytelling, calendars and customs.

Art: famous artists from certain countries.

PE: physical responses to the teacher's instructions issued in the language being learnt.

The Role of Parents

In the initial stages of language learning, the most useful follow up learning for pupils is to re-visit the

	<p>learning from the lesson with an adult or older sibling. Simply being asked to recall the new language and even 'teach it' to a parent or brother/sister provides an ideal opportunity for the new language to take root in longer term memory. To this end, the school values the vital contribution of parents to the language learning process.</p>	
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