



St Leonard's Church of England Primary School

Languages Policy

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In Jesus' Footsteps, we will grow in grace and knowledge.





St Leonard's Church of England Primary School
Languages Curriculum

This Languages policy is intended as a framework to enable the children of St Leonard's Church of England primary school to be inspired to explore, discover and care about the world around them through the rigorous, progressive study of languages.

This is in line with the school's mission statement:

In Jesus' Footsteps, we will grow in grace and knowledge.

This policy should be read in conjunction with other policies including:

Special Educational Needs and Disability Policy
Marking and Feedback Policy

Intent

The vision for Languages at St Leonard's is to provide our children with language learning skills, knowledge and vocabulary for global communication. At St. Leonard's school we fully support the National Curriculum's purpose of study and firmly believe that "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." National Curriculum (2014)

St Leonard's Languages fulfils the statutory requirements of the National Curriculum (2014).

The National Curriculum for Primary Languages aims to ensure that all KS2 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 writing in the language studied.



Implementation

At St. Leonard's school we teach our Languages curriculum through a focus on French.

In the academic year 2022-2023 we have revised our curriculum and therefore this policy is to be considered as part of our evolving languages provision.

Languages in Early Years and Key Stage 1

During their first years at school, children do not study languages in a formal way until the end of Summer Term in Year 2. It is in these years however that the foundations for successful language learning are cultivated. Firstly with a rigorous phonics programme which demonstrates to children how the building blocks of language work together. Furthermore through a celebration of the diversity of cultural heritages not just within our school but within our community and globally. This is particularly evident through our geography curriculum but also in our religious education and PSHE.

Languages in Key Stage 2

During Key Stage 2, children are taught French or Spanish in discrete weekly lessons using the Language Angels programme. At St. Leonard's we use a two-year rolling programme in Year 3 and 4 then children are taught in discrete year groups in Years 5 and 6. Units are taught thematically. For our full scheme, please refer to the separate French Overview.

Inclusion

We believe that all children should be supported to access our Languages curriculum. We understand that some children have additional barriers which make this more challenging, for example children with special educational needs related to speech and language or those children who are new to learning English. We also recognise that children with such barriers, when supported correctly can make excellent progress and doing so may help their progress in other curriculum areas. To this end, teachers work collaboratively and in consultation with our SENDCO to ensure the appropriate support is provided.

Teacher support & training

To support teachers and pupils, key background subject knowledge is included within resources to ensure high quality teaching.



Skills & Progression

Skills and knowledge are introduced then revisited in different units and in different contexts. The building blocks of the language are built up across the four years of study so that by the end of Year 6, children can confidently use French in a variety of contexts, manipulating known vocabulary and grammar terms to communicate clearly.

Assessment

The impact of the Languages curriculum is monitored through formative assessment opportunities. Because the curriculum continually revisits prior learning, children are able to use their recall and teachers are able to identify any gaps and teach responsively.

Impact

The impact of our Languages curriculum is evidenced through the children's knowledge and confidence in using French as well as their understanding of the foundations of language learning and enthusiasm for further study of languages and cultures of the world.