



Primary Language Policy: Rossmere Primary School.

November 2021.

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Introduction

This policy sets out Rossmere Primary School's vision, aims and strategies for the teaching and learning of languages. It is the basis for the development of languages in our school for the next three years, and was created in the autumn term of 2021. We use the company Lingotots, to deliver our chosen language curriculum: **Spanish**. This ensures that we have a specialist teacher delivering the curriculum to our KS2 children, weekly.

Vision and rationale for primary languages

Language learning enables our children, to express their ideas and thoughts in another language, and to understand and respond to its speakers, which is essential, practical knowledge for all global citizens in the 21st century. More than this, it about children exploring the relationship between language and identity, about developing an international outlook and growing an enhanced understanding of the world and their place within it.

Curriculum Intent for languages

The overall aim for languages is that children develop a deep interest in and appreciation for other cultures, as they learn to understand and express themselves with increasing confidence in our chosen language: Spanish.

In our organisation of the languages, we envisage our children developing their sense of belonging to the wider world and embarking on a journey towards a wealth of opportunities in their future lives.

Children will develop specific knowledge of one language, **[Spanish]**, learning words and structures that enable them to ask and answer questions, listen to, read and understand stories, songs, poems and other short texts, and to write from memory about themselves. At the same time, they will develop language learning skills and strategies that will equip them for the learning of additional languages, later in life.

Language curriculum

Our four-year KS2 scheme of work is designed to fulfil the requirements of the KS2 Programme of Study, and to provide learning experiences that engage, enthuse and motivate all of our learners. We use the planned Lingotots curriculum.

To aid progression within our medium-term planning, we draw on the non-statutory KS2 languages framework guidance.

All pupils, within KS2, learn languages, through a direct focused, taught language lesson, for no less than 30 minutes per week.

The overview scheme of work for each year of KS2 is available at:

[LTPlanning \(lingotot.co.uk\)](http://LTPlanning(lingotot.co.uk))

Curriculum leadership and management

Spanish is part of our Communications and Languages Team. The team is responsible for:

- developing a primary languages curriculum which allows substantial progress to be made in [Spanish] across KS2.
- leading teaching and learning
- monitoring and evaluating standards of language teaching and learning across the key stage.
- managing the resources, which support curriculum delivery
- implementing arrangements for assessment in primary languages and overseeing the recording and reporting of pupil progress.
- managing the professional development needs of other teachers involved in the delivery of primary languages.

Language teaching implementation:

Children are given regular opportunities to listen to, join in with, read, speak and write [Spanish].

In the early stages of language learning, children engage in a lot of learning to train the ear, to tune into and learn how to produce the sounds of the language, through the teaching and learning of phonics and phonics-related activities.

Joining in with songs, rhymes, stories and poems all serve to reinforce the sound-writing patterns.

Children then begin to develop, from the earliest stages in Y3, the ability to form simple sentences of their own, with relation to topics of close, personal interest, such as self, family and pets.

As learning develops, children are given more and more opportunities to engage with [Hispanic] culture, learning about places, festivals and other aspects of daily life in countries where the language is spoken.

They develop confidence in writing from memory, building up over the course of KS2 to being able to write a short paragraph with information on two-three topics.

Teachers make use of a wide variety of resources, including ICT, and learning activities, including games, information-finding (research), pattern-finding, and quizzes to stimulate interest and general literacy and other learning skills.

There are clear links with literacy, particularly through the teaching of grammar.

Assessment, recording and reporting

Assessment in languages is primarily to inform and support teaching and learning, enabling the teacher to refine planning to best meet learner needs.

During lessons, the teacher, where appropriate, will unobtrusively record evidence of particular competences as they emerge in the course of teaching and learning.

Children's work will be completed in a workbook, which will be an additional source of ongoing evidence of progress.

For reporting purposes, each year, and in line with the reporting arrangements for all other subjects, the child's individual achievement with respect to the expected learning aims for each year will be communicated.

For the purposes of transition, we have well-established lines of communication with receiving secondary schools. We transfer not only our reporting data at the end of Y6, but also additional information, such as: our chosen language curriculum is Spanish.

KS2 Programme of Study: Languages: Appendix 1

National curriculum in England

Purpose of study

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.

Aims

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 writing in the language studied.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the example content in [square brackets].

Subject content

Key Stage 2: Foreign language

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at Key Stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at Key Stage 3.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- 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.

The starred (*) content above will not be applicable to ancient languages.

Subject Content: Appendix 2.

Units of Work

- Speaking
- Listening
- Reading
- Writing

Topics

YEAR 3:

1. All About Me
2. Games and Songs
3. Celebrations
4. Portraits
5. The Four Friends
6. Growing Things

YEAR 4:

1. All Aboard
2. Pocket Money
3. Tell Me A Story!
4. Our Sporting Lives
5. Carnival of the Animals
6. What's the Weather Like?

YEAR 5:

1. Enjoy Your Meal
2. I am the Music Man
3. On the Way to School
4. My wardrobe
5. The Four Seasons
6. The Planets

YEAR 6:

1. Our School
2. Our World
3. Creating a Café
4. Then and Now

5.At the Theme Park

6.What's in the News

By following this subject content, children should:

- develop the ability to understand and use the target language effectively for purposes of practical communication
- develop an awareness of the nature of language, including grammar, and language learning
- develop positive attitudes to foreign language learning and to speakers of foreign languages and a positive approach to other cultures and civilizations
- develop an understanding of themselves and their own culture
- develop skills which have a wider application such as memorising and communication skills
- experience enjoyment and intellectual stimulation

Assessment: Appendix 3:

Assessment Objectives

There are four individual skills: Listening, Reading, Speaking and Writing.

Children should be able to:

- Listening: understand and respond to spoken language
- Speaking: communicate in speech
- Reading: read, understand and respond to written language
- Writing: communicate in writing

Every half term learners will complete an internally assessed assignment in their workbook. The focus of this assessment will be different each half term and could be Speaking, Listening, Reading or Writing. By the time children have finished KS2 ,they will have completed a minimum of two assessments per skill.