


RISE PARK PRIMARY AND NURSERY SCHOOL



Rise Park Primary and Nursery School Languages Policy

March 2022

Signed by Chair of Committee	
Print Name	Jeanette Kirkby
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“The decision to learn a foreign language is to me an act of friendship. It is indeed a holding out of the hand. It’s not just a route to negotiation. It’s also to get to know you better, to draw closer to you and your culture, your social manners and your way of thinking.” John Le Carre

Teaching should focus on enabling pupils to make substantial progress in one of the following languages: French, German, Italian, Mandarin, Spanish, Latin or Ancient Greek. 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, while the focus in Latin or Ancient Greek will be to provide a linguistic foundation for learning modern languages and for reading comprehension. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. (DofE Primary Languages Curriculum 2014)

Aims

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, such as (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.

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 Programme of Study, this will be linked to the Rise Park Skills Progression which outlines the progression from EYFS to Year 6.

Aims and objectives

All children have the opportunity to learn Spanish throughout their time at Rise Park. The teaching of Primary Languages offers opportunities for children to:

- Become increasingly familiar with the sounds and written form of a modern foreign language
- Develop language skills and language-learning skills
- Understand and communicate in a new language
- Make comparisons between the foreign language and English or another language

- Increase their intercultural awareness by learning about different countries and their people, and working with materials from those countries and communities
- Foster positive attitudes towards foreign language learning
- Use their knowledge with growing confidence and competence to understand what they hear and read, to express themselves in speech and in writing
- Support oracy and literacy, in particular develop Speaking and listening opportunities and provide authentic contexts for these to be practised in
- Form a sound basis for further study at Key stage 3 and beyond

Literacy

The literacy skills of reading and writing are supported by, and in turn reinforce, the development of oracy. They are likely to take on greater prominence as children become familiar with the relationship between sounds and letters/characters in the new language and apply this knowledge in their reading and spelling.

As they increase their understanding of the language they gain increasing access to different forms of text – simple stories, poems, information texts, advertisements, letters, messages – in paper and electronic forms. Children will have opportunities to apply their skills and understanding to read, enjoy and make use of this widening range of texts.

They should be able to write simple sentences and short texts for different purposes and audiences, often using a frame or model to help them structure meaning.

'Children use the skills of reading and writing to develop a basic knowledge of the writing system, the spelling and the structure of the language. In doing this they reinforce and expand their knowledge and understanding of their own language.'

(Previous Framework for Languages)

Rise Park's focus on Literacy in languages lessons will ensure children have a range of opportunities in Reading and Writing:

- **Reading and Writing**
 - *Remember grapheme-phoneme correspondence and vocabulary directly taught and reinforced through word games and similar activities all with a kinaesthetic emphasis. Children to make the link to their own knowledge for the English language.*
 - *Read stories and rhymes for enjoyment and to gain awareness of the structure of the written language.*

- *KS2 children to compare and contrast the formation of the language through links in English and where possible link to the Nottingham Local Authority programme of Rainbow Grammar.*
- *Read, copy and write independently familiar words and simple phrases in context e.g. write sentences and short texts independently and from memory.*
- *Children to have opportunities to display their written work on the Spanish working wall.*

Oracy

"Oracy (listening, speaking and spoken interaction) has a more prominent place in language learning than in most if not all other areas of the curriculum. In the early stages children will spend much of their time listening, speaking and interacting orally and will be given regular and frequent opportunities to listen to a good role model pronunciation. This emphasis on exposure to the sound **patterns of the new language** is particularly important because, unlike with their mother tongue, children will be reliant on the classroom to provide most of their spoken language experience.

Children listen to the teacher, to songs and rhymes, to each other and to native speakers, to recorded and on-line speech and songs, recognising familiar and unfamiliar sounds. They reproduce these sounds themselves and **create phrases and sentences**. They engage in simple conversations to obtain and provide information and exchange opinions. They also reinforce and expand their knowledge of their own language or languages and other subject areas." (Previous DofE Framework for Languages.)

- **Speaking and listening**

- *Children will explore how to:*
 - *Listen carefully and recognise sounds and combinations of sounds which are similar to or different from, those of English*
 - *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 an audience.*
- *Remember grapheme-phoneme correspondence and vocabulary directly taught and reinforced through word games and similar activities all with a kinaesthetic emphasis. Children to make the link to their own knowledge for the English language.*

Intercultural understanding

"Language competence and intercultural understanding are an essential part of being a citizen in the 21st Century. Children develop a **greater understanding of their own lives in the context of exploring the lives of others**. They learn to look at things from another's perspective, giving them an insight into the differences between people, their daily lives, beliefs and values. Opportunities will be found to link this strand closely with work in other subjects through language activities, across the curriculum and during theme weeks.

Objectives in this strand can be integrated into language lessons as well as taught separately in non-language teaching time, through other subjects. Learning a new language inevitably and naturally brings children into contact with aspects of the culture of other countries. The practical nature of language learning may make this contact even more real, whether inside school, on special days or beyond the classroom, by using the internet, e-mail, school trips abroad and links with other schools." (Previous DofE Framework for Languages)

Children will explore the following areas, supported by links and projects with partner schools and a focus on our book projects, which can be seen in the Long Term Planning:

- *Describe the life of children in the countries where the language is spoken*
- *Identify similarities and differences in everyday life, social conventions, traditional stories and celebrations*
- *Recognise how symbols, products and objects can represent the culture of a country and how aspects of the culture of different countries become incorporated in the daily life of others.*
- *Recognise and mistrust stereotypes and understand and respect cultural diversity.*
- *Ensure intercultural awareness is embedded in work across the curriculum.*

- *Identify simple differences in pronunciation of Spanish in different countries and continents.*

World Spanish

Language teaching at Rise Park aims to develop children's understanding of the different pronunciations and vocabulary in Spanish with an aim for children to be taught from the viewpoint of 'World Spanish'. The Spanish curriculum will explore and reinforce the similarities and differences in European Spanish and Spanish of the Americas to understand the diversity of the language and where the different forms are spoken.

Knowledge about language

When learning a new language children reinforce and reinterpret knowledge and understanding gained in learning their first language(s). They develop insights into the nature of language and its social and cultural value. Building on their experience of interaction with and in the new language, they begin to increase their understanding of how language works. They compare the new language to English or another language and reflect on similarities and differences. They become aware of rules or patterns in language and begin to apply their knowledge when creating new language.

"Knowledge about language supports children in communicating effectively in speech and writing. It helps them to apply their prior knowledge, both to understand and to generate new language. It makes them aware of pronunciation and intonation and how these influence meaning. It helps them to investigate how languages work and illustrates how users adapt language in formal and informal contexts." (Previous Framework for languages.)

Children will explore how to:

- *Apply phonic knowledge of the language to support reading and writing*
- *Recognise key questions for the topic they are studying and the negatives*
- *Recognise and apply simple agreements, singular and plural*
- *Recognise feminine and masculine forms*
- *Identify some simple conjugations in common regular and irregular verbs.*

Language learning strategies

"An important aim of language learning in KS2 is to familiarise children with strategies which they can apply to the learning of any language. This builds on the foundation of language learning they have developed from Nursery through to KS1. The framework sets out examples of Learning Strategies and ways of teaching them. Over the four years of KS2 children should have regular opportunities to identify and apply a range of Language Learning Strategies linked to the Rise Park Skills Progression Framework.

By selecting and using different strategies children develop awareness of how they learn and the ability to plan to use different strategies, children develop awareness of how they learn and the ability to plan to use specific strategies for particular tasks. Strategies explored in language lessons can also be used for learning in other subjects.

The objectives show how children can progress over the course of four years. The strands are interconnected and support each other; they would rarely be taught in isolation. A typical series of lessons will include elements from three to five strands. Schools should feel free to emphasise certain strands and objectives to fit in with their own aims and teaching materials. Some children's learning needs will be better matched by learning objectives from earlier or later years. (Previous framework for languages.)

Children will explore how to:

- *Compare the language with English language learning and application (and linked to the grammar teaching programme across all year groups.)*
- *Use mental associations to help remember words*
- *Apply knowledge about letters and simple grammatical knowledge to experiment with writing.*

Planning

Long and medium term planning will be shared on the staff server. Each year group will be based on guidance from:

The planning for each year group will be based upon:

** Current curriculum guidance provided by the DofE (such as the KS2 Programme of Study) and informed by previous or historic guidance (such as the Framework for languages).*

- * The Rise Park Skills Progression document, including objectives in Listening, Reading, Speaking and Writing.*
- * A range of mono-lingual and bilingual books, authentic stories and poems on cultural topics and cross-curricular links with the wider Primary curriculum.*
- * Traditional and authentic songs and music in Spanish by a range of Hispanic musicians and artists.*
- * The principles of Cultural Learning in Classrooms, as per the University of Nottingham's CliC project.*
- * Cross-curricular learning with subjects and strategies as appropriate from within each year group.*
- * Resources such as the Take 10 resource book and CD and LCP Scheme of Work for Primary Spanish.*

Teaching

EYFS

Staff are supported with delivering Spanish greetings and simple high frequency vocabulary. Staff are also encouraged to share and celebrate the range of language spoken by children at home. Children will have a range of strategies to enjoy and learn Spanish:

- *Songs, chants and interactive resources*
- *Books shared from the Hispanic library*
- *World Spanish understanding - some exposure to different countries that speak Spanish.*

Curriculum focus

- Core link to Foundation stage curriculum topics and early learning goals. Key emphasis on outdoor learning.
- Children will be exposed to supplementary vocabulary through display signs and have opportunities to take part in games and songs shared with foundation stage staff in primary languages training.

Through liaison with the EYFS team, Spanish Ambassadors support the nursery children's Spanish learning and introduce key high frequency vocabulary through songs and games during break times, where appropriate.

Key Stage 1

Children in Key Stage 1 have access to Spanish either through an extension of activities provided for EYFS or through a taught 30-minute session per week by the Languages Lead.

Basic target vocabulary will be covered at word level with opportunities for extension provided, enabling more able pupils to use this language in the context of a sentence. Delivery across KS1 will appeal to all learning styles with an emphasis on kinaesthetic activities to provide a fun and engaging basis for future language learning.

Class teachers/teaching assistants will also integrate Spanish into the daily classroom routines and include Spanish in a cross-curricular way wherever possible, through liaison with the Languages Lead. Work will be shared in the Records of Achievements for Year 1 and 2 as well as being displayed in the classroom and Hispanic library.

Key Stage 2

Each year group in KS2 receives one lesson of Spanish each week, lasting for 60 minutes. Lessons are delivered by a subject specialist.

Through a multi-sensory approach to teaching and learning, children will be taught in relation to the objectives set out in the DFE languages curriculum objectives.

Class teachers and teaching assistants will continue to embed Spanish into the daily classroom routine and exploit opportunities to incorporate Spanish across the curriculum. Spanish Ambassadors will support embedding Spanish within the classroom and will actively contribute to promoting the use of Spanish in the wider school

Adaptive teaching

All pupils at Rise Park Primary and Nursery School have an entitlement to learn a language at Primary level and as such, activities will be adapted to appropriately stretch, challenge and support pupils according to their needs. This forms part of the school policy to offer a broad and balanced education for all children, built upon our curriculum drivers.

Strategies will include:

- *Setting open ended tasks which promote a variety of pupil-initiated responses.*

- *Setting tasks of increasing difficulty (not all pupils complete all tasks).*
- *Grouping pupils according to ability and setting different tasks for each group.*
- *Providing resources of different complexities, matched to the ability of the child.*
- *Using additional, visual, resources to support the work of individual children/groups of children (such as whole-school approaches, like Widgit).*
- *Using peer support by partnering pupils of different ability to complete tasks.*
- *Linking to the Skills Progression assessment grid so children can link their learning to what is being assessed and expected of them.*
- *Supporting children with EAL or SEND needs.*
- *Effective support from teaching assistants where available.*

Diversity

All pupils shall have the opportunity to develop their Primary Languages capability. The school promotes equal opportunities and fairness of distribution of Primary Languages resources and is culturally sensitive and mindful of how the languages curriculum is delivered. Children with other languages at home are encouraged to use and share them to the educational and intercultural benefit of all. Positive images of languages being spoken by a range of people from around the Spanish-speaking world and of different intersections e.g. gender and ethnicity are represented.

Assessment

Formative assessment

Formative is an informal part of every lesson and is used to:

- Check that children have grasped the main teaching points.
- Check that children are remembering key vocabulary for each topic (both in the short and longer term) and can use this to respond to key questions, in speaking and writing.
- Inform future planning.

Skills Progression Assessment

The Skills Progression Assessment Document devised by L Cooke (previous teaching language consultant), S Austerfield and N Husbands links to the four strands of language teaching: listening, speaking, reading and writing. The objectives will inform planning and provide opportunities for children to assess themselves and for language teachers to assess them by. APP style tracking is used in Year 6 to ascertain children's attainment in Languages by the end of KS2.

Marking

A Spanish marking policy has been implemented and shared with children and staff. This is based on the school marking policy and will predominantly be used in Key Stage 2 in the Spanish Language Books. The marking aims to show progress and be a tool for children to be able to assess their work against and check back. Furthermore,

- *Books are marked in line with the school marking policy.*
- *Children are given clear, guided steps for the next points of learning or to scaffold any gaps in their learning and activities to act upon this via DIRT.*
- *Curriculum activities are designed to reflect children's understanding and application of skills according to the Rise Park skills progression document for their year group. Children are therefore regularly assessed against these objectives through their in-class work. This helps to identify where gaps are in children's learning over time as well as where support or deepening of skills is required for different groups of children. Our long-term aim is to create 'end of unit' assessments in the 4 skill areas to compliment the LTP.*

Long-term assessment

Language teachers report to parents at the end of each year, regarding the achievements of individual children, as part of the Annual Report.

Roles and responsibilities

The Subject Lead will:

- *Manage the implementation of the school policy*
- *Order, update and allocate resources*
- *Identify needs and arrange staff briefing time so that all staff who teach Languages are confident in how to teach and assess Primary Languages*
- *Keep abreast of new developments and communicate to staff and lead CPD activities with staff, as appropriate.*

- *Take an overview of the whole school planning to ensure that there is continuity between year groups and that progression is taking place*
- *Attend appropriate courses and maintain links with appropriate academic and educational institutions concerning Languages learning*
- *Contribute to the school development plan on a yearly basis*
- *Liaise with receiving secondary schools to develop a transition programme for Year 6 children to build on their skills.*
- *Continue to develop personal language skills by continuing with individual language tuition*

The Languages Teacher will:

- *Deliver language lessons to children in KS2 and KS1 and EYFS, at the direction of the Headteacher.*
- *Be able to evaluate pupils' linguistic and intercultural attainment and report on this, as required.*
- *Use a variety of factors to ensure planning is relevant and motivating for pupils across the school.*
- *Support pupil leadership regarding Spanish across the whole school.*
- *Participate in and lead whole school events, where appropriate.*
- *Use expertise to ensure quality of provision and progression across Key Stage 2 and with the quality of provision for Key Stage 1.*

As an Expert Leader for Languages, the Subject Lead/Languages Teacher will:

- *Lead network meetings within the Nottingham Schools Trust for other Primary Language Leads and Teachers*
- *Plan and facilitate training for ECTs*

Class teachers and teaching assistants will:

- *Act on guidance from the Subject Lead on issues of embedding language through display and everyday language.*
- *Create displays which are relevant to current vocabulary topics and ensure they are interactive, linked to the current learning in Spanish lessons.*
- *Support the Spanish Ambassadors in their role to promote the use of Spanish across the whole school.*

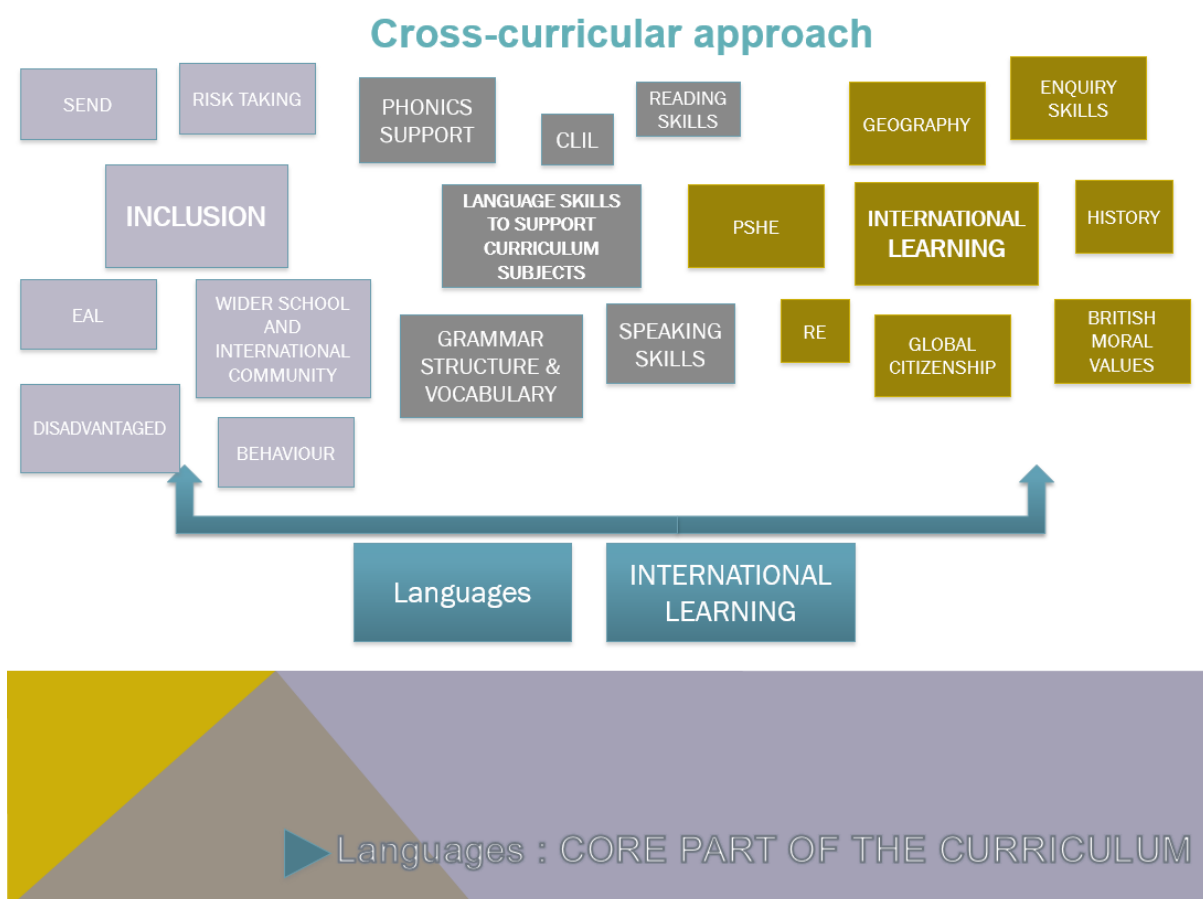
Monitoring and evaluation

The Subject Leader will monitor and evaluate Spanish provision across KS1 and KS2 through:

- Pupil conferencing
- Scrutiny of children's work
- Comparison with other schools providing Primary Languages via the NST network and through attending CPD courses
- Lesson observations
- Liaising with feeder schools regarding continuity of teaching and assessment.
- Encourage the active involvement of school governors.

The Governing Body will monitor Primary Languages as outlined in the monitoring and observation policy where each term the Governors plan a monitoring visit to the school. This will include observation and discussion with the pupils. The HT, in consultation with the Subject Leader regularly reports to the governing body as to the progress, development and impact of Spanish within the school.

Primary Languages is an integral part of the school improvement planning cycle, evidenced by our working Action Plans. The Primary Languages Curriculum is embedded as part of the whole school curriculum as demonstrated in the diagram below:



As a result of all the above, the Spanish Action Plan will be updated on an annual basis.

This policy will be sent for approval by the Governing Body and will be reviewed in March 2024.

N. Husbands