Primary Language Policy 2023

'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.'
Purpose of Study, National Curriculum, September 2013

Background

At Eastwood Village Primary School we celebrate the gift of languages and welcome every opportunity to share each other's languages and cultures. With this in mind, we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including the key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others.
As part of the National Curriculum, all Key Stage 2 pupils must now learn another language in school time. At Eastwood Village Primary School, we have chosen to teach Italian to all children in KS2.

Aims and Objectives

At Eastwood Village, Primary Language teaching ensures that all children have the opportunity to:
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;
write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt; and
discover and develop an appreciation of a range of writing in the language studies.
Make connections with schools across seas, giving children the opportunity to develop an understanding of other cultures and languages.

Children will learn 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; and
- 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.

Languages lessons

Children are taught these specific skills, concepts and vocabulary in weekly Italian lessons, with their class teacher, following a KS2 scheme of work. The content of these sessions is reinforced during the week. Language lessons will also include communication with Italian peers. Eastwood Village Primary school have a connection with a school in Italy, which will allow pupils in Y6 to write to a 'pen pal' and use their skills and understanding of a foreign language in a real-life context. All Key stage 2 children have approximately 45 minutes direct teaching per week for each topic, which is timetabled in for each class once a term. The topics are also supplemented by a range of activities such as taking the register in Italian and greeting children on arrival in school. We ensure pupils enjoy the lessons by including lots of games, songs and oral work. The needs of minority groups are being met by encouraging every child to take part in lessons, and giving alternative ways for children who

lack confidence to respond, such as physical actions, talking to a partner, or drawing pictures.

Languages embedded into other lessons

Where appropriate, teachers give children opportunities to practise their foreign language in the context of lessons in other subject areas. For instance, some Instructions may be given in Italian; or children may count in Italian, while carrying out a numeracy activity. This acts to reinforce the vocabulary and structures they have learned. To ensure the Italian language is embedded and developed, Key Stage 1 pupils are also introduced to the language. Key Stage 1 pupils will be introduced to the language throughout daily classroom practice. For example, pupils may be greeted by the class teacher in Italian or have to respond to the register in Italian. Furthermore, Key Stage 1 pupils will also be encouraged to listen and appreciate Italian rhymes and songs. This is in preparation for Key Stage 2 when they begin to learn the skills and develop the understanding of foreign languages.

'Incidental' language

We aim for languages to be a part of the day to day life of the school. For example, teachers can use the foreign language to give simple classroom instructions ('come in quietly'; 'listen'; 'look'), to ask questions ('who wants school dinner?'; 'what's today's date?') and to take the register. Children can be encouraged to respond using the language they have learned, and sometimes teachers and pupils develop new language skills together, teachers acting as role models in the learning process. This integrated approach is a strong model for teaching and learning, giving children opportunities to use and develop their language for communicating in stress-free real-life contexts.

Inclusion

Primary Language teaching at Eastwood Village is fully inclusive. No child is excluded by reason of a learning difficulty, or because they have English as an additional language. Experience has indeed shown that such children can derive particular benefit from taking part in Primary Language learning activities. Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. Work is differentiated as appropriate to the needs of individual children. Pairs and groups for collaborative work may be made up in different ways, depending on the task. Children who are linguistically gifted and talented are targeted with more demanding questions and given the opportunity to manipulate and extend the target language in pair and group work. Some tasks include a wider vocabulary and pupils are given the chance to choose what they include in their own work. At Eastwood Village, as a school we have made a school link and connection to a school across sea in Italy. We have joined together with this primary school to create an opportunity for children to understand other cultures and languages. This provides children with the incentive to learn a foreign language and use it to communicate with other children regularly.

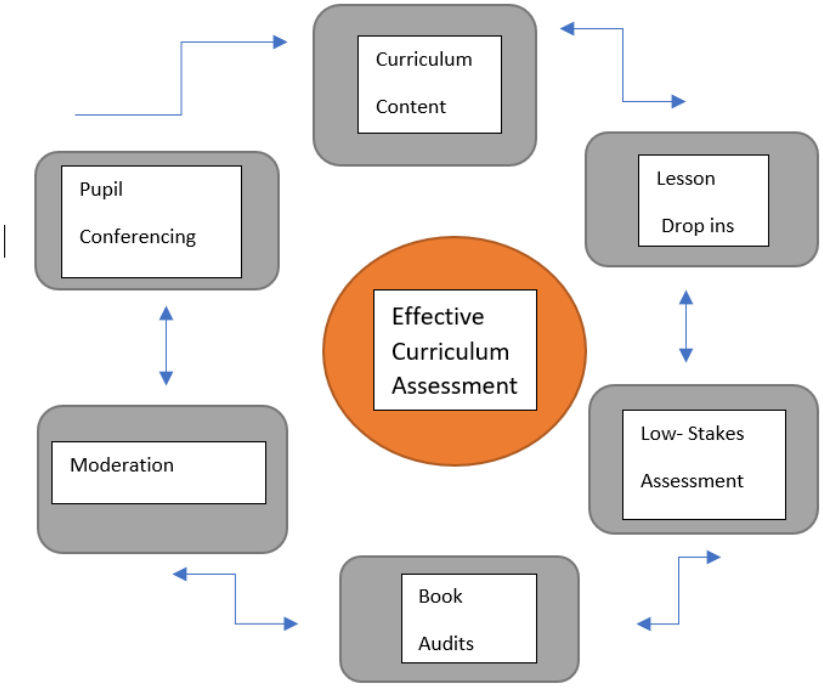
Planning and resources

Primary Language is planned following the broad guidelines set out in the National Curriculum. The school's Scheme of Work ensures that there is continuity and progression in both skills and content across all classes and year groups.
Published resources including fiction and non-fiction texts, posters, CDs and DVDs are available for use throughout the school. At Eastwood Village a scheme of work is used to ensure skills are covered in each year group. To ensure there is correct coverage for each year group, Key stage 2 are taught FL once a term. Upper and lower Key stage are taught FL alternatively during the term by a language specialist teacher. The language specialist teacher provides a long term plan for each year group outlining the skills and topics each class will be completing to ensure there is a build-up of skills across Key Stage 2. There is a variety of resources available for class teachers to use and display in their classroom to support the children's learning and development in the chosen language. In each Key Stage 2 classroom there is a designated area which will display resources to support the current topic/skill being taught during FL.

Monitoring progress, assessing attainment and review.

Opportunities to monitor the children's progress in Italian are built into our programmes of study. Most assessment is formative and is used to support teaching and learning and inform future planning. Assessments are based on observation of children working on different oral activities and (where appropriate) their written product.

The subject leader will then be responsible to ensure the whole school approach to monitoring and assessing the wider curriculum occurs termly. This involves lesson observations, pupil conferencing, book audits and moderation. See assessment diagram below to outline the assessment cycle. The subject leader will then complete a report every term which will identify children in each year group that may need extra support/scaffolds to ensure they are making good progress in the subject.



The Foreign Languages Lead will:

- Provide support with teaching, planning and/or assessment where needed
- Monitor the teaching and planning of Foreign languages and give feedback
  Deliver FL lessons to all Key Stage 2 classes every term.
- Be responsible for reporting to SLT about the development of Foreign languages across school.

Policy adopted : September 2023

Policy reviewed : July 2024