



# Leigh Academy Peninsula East

## Languages Policy

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<b>Review committee members</b>	Rachael Champ, Chloe Brading & Ana Spinola

### Revision Log (last 5 changes)

Date	Version No	Brief detail of change
Aug 2024	1.1	Added details around Languagenut
July 2025	1.2	Current and new PYP Coordinator and Languages Lead met and reviewed policy.

This policy should be read in conjunction with the EAL Policy.

## **Introduction**

As the UK is becoming an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages. It is vital that our learners develop international-mindedness in order to engage and collaborate with others in the world.

*'International-mindedness is a view of the world in which people see themselves connected to the global community and assume a sense of responsibility towards its members. It is an awareness of the interrelatedness of all nations and peoples, and is a recognition of the complexity of these. Internationally minded people appreciate and value the diversity of peoples, cultures and societies in the world. They make efforts to learn more about others and to develop empathy and solidarity towards them to achieve mutual understanding and respect.'*  
(Oxfam 2015; UNESCO 2015)

At Leigh Academy Peninsula East, we believe that the earlier a child is exposed to language, the faster the language in question is acquired. Learning a language enriches the curriculum, providing excitement, enjoyment and challenge for children, while helping to create enthusiastic learners and to develop positive attitudes to language learning and different cultures throughout life. Language is a tool for communication, identity and cultural understanding.

Learning a foreign language is part of the primary National Curriculum and is a requirement for all children within Key Stage 2 (KS2). Leigh Academy Peninsula East has adopted a whole school approach to the teaching of Spanish to all KS2 pupils.

## **Aims**

Our aim is to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning Spanish:

- Speaking
- Listening
- Reading
- Writing
- Grammar

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills, properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between the foreign language they are learning and English. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

Furthermore, we celebrate children's cultural backgrounds. Our students are encouraged to use their mother tongue and share their own experiences of different languages. We achieve this by creating opportunities through inquiry to explore different cultures with the view of taking action in local and global communities.

## **Language Profile of the School Community**

At our school, we believe that embracing and celebrating linguistic diversity enriches our entire community. We deeply value the rich tapestry of languages spoken by our students and their families, including Turkish, Portuguese, Russian, Romanian, Slovak, Polish, Hungarian, and Yoruba. Our dedicated staff also contributes to this vibrant linguistic environment, with teachers proficient in Spanish, Portuguese and Afrikaans. We are committed to fostering an inclusive environment where all languages are respected, promoting both the acquisition of new languages and the maintenance of home languages, which strengthens identity and cognitive development.

### **Language of Instruction**

The primary language of instruction is English, however literacy skills are developed across all subject areas through our transdisciplinary learning. Transdisciplinary language learning is incorporated into the Programme of Inquiry through carefully planned units of inquiry based around core texts.

### **Additional Language Learning**

We offer Spanish as our additional language. All teachers are language teachers and integrate language learning into inquiries. For example, our Year 2s study of Mexico and our whole school music assembly focus around Latin American music to name a few.

Our whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

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 lengths, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of authentic writing in the language studied.

By the end of key stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.

10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. 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.

## **Organisation & Delivery**

### The EYFS and KS1:

In EYFS and KS1, teachers introduce multiple languages within the school environment. Our younger pupils may take part in any activities, within any language, to inspire interest, motivate understanding and to assist general literacy skills within these year groups. Spanish nursery rhymes are played and sung in classes and simple Spanish greetings may be used during register time.

### Key Stage Two:

Spanish is taught in a whole-class setting by the class teacher as part of our learning. Teachers plan their lessons to meet the needs of the national curriculum and link it to their current learning journey within class. Staff are also actively encouraged to supplement this with their own ideas and experiences, and those of their colleagues.

The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

Each class benefits from the support of two members of staff who speak Spanish. These members of staff are able to support teachers at the planning stage and provide support within Spanish lessons.

Spanish can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained.

Spanish lessons include:

- Google Slides and interactive whiteboard materials
  - Interactive games
  - Songs & raps
  - Differentiated desk-based consolidation activities
- Use of Language nut interactive games.

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).

## **Promotion of the Host Country Language**

The school deeply integrates English language and culture throughout its curriculum. Our classes are named after inspirational individuals, including significant British figures, and all core texts are written in English. We celebrate key British cultural events, fostering a rich curriculum that highlights national heritage. Furthermore, we actively build community links by inviting local figures to speak to children, as seen in our careers fair and partnerships with the local church. This engagement extends to pupils performing for the local community, sharing their learning and talents.

## **Parent and Community Involvement**

In line with the IB PYP's commitment to collaboration and partnership, we actively involve parents and the wider community in supporting children's language learning. Parents are encouraged to engage with their child's Spanish learning at home through access to Languagenut's home login, which offers interactive games, vocabulary practice, and songs aligned with in-class learning. We also celebrate linguistic diversity across our school through the celebration of European Day of Languages.

Community engagement is further enriched through partnerships with local organisations and native speakers, who support language learning through workshops and cultural events. These opportunities nurture a shared appreciation for language, culture and international-mindedness.

## **Resources**

As an IB PYP school, we value multilingualism as a key component of developing international-mindedness and nurturing global citizens. Spanish is taught throughout the school using the Languagenut scheme, which offers a structured progression of language skills.

The engaging, interactive platform supports learners across all four language domains: listening, speaking, reading, and writing. Technology plays a key role in enhancing language learning, with pupils regularly using tablets and interactive whiteboards to access audio-visual content, interactive tasks, and digital games that promote fluency and confidence.

To ensure all learners have access to diverse linguistic materials, we incorporate a variety of texts, songs, and real-world artefacts from Spanish-speaking cultures. This promotes both linguistic and cultural understanding in line with the PYP's emphasis on international-mindedness and inquiry.

Staff are supported through ongoing professional development, including signposting to Languagenut resources, shared planning and teaching support from the MFL Coordinator. This enables all teachers—regardless of language background—to feel confident in delivering language lessons that are both meaningful and enjoyable.

## **Assessment of Pupil Learning & Progression**

At our school, we use a balanced approach to assess children's language development, ensuring we capture their progress comprehensively.

Our assessment practices include both formative and summative assessments:

- **Formative Assessment:** This ongoing assessment is integrated into daily lessons. It includes teacher observations during class activities, "I can do..." discussions, quick quizzes, and short, informal tasks. The purpose is to provide immediate feedback to students and inform our teaching, allowing us to adapt lessons to meet their needs.
- **Summative Assessment:** These assessments occur at the end of a unit or term to evaluate overall learning and progression. The detailed skills-based tasks on Languagenut and assessment worksheets serve as key summative tools, providing a snapshot of what students have learned and achieved against the curriculum targets.

Progress in language learning is reported in a clear and consistent manner. We have termly parents' evenings, a written report with a detailed section on Literacy and Language (outlining

progress across reading and writing domains). Students are encouraged to reflect on their own learning using a range of reflection tools.

### **Monitoring and evaluation**

The Subject Leader monitors the effectiveness of the language teaching provided throughout the school via observations with feedback given to teachers delivering foreign language lessons. The skills taught are recorded in Spanish books to ensure appropriate progression and coverage. The Subject Leader and Leadership Team will together monitor the learning and progression made by pupils across the key stage. Books and feedback sheets are monitored to evaluate pupils' progress and understanding.

### **Review and Evaluation of the Language Policy**

The language policy is collaboratively reviewed at least annually by the PYP Coordinator and Languages Leads. These staff use feedback from monitoring of languages throughout the year to reflect and develop the policy. This includes feedback from our annual parent and pupil voice surveys. Updates to the policy are communicated to the school community through our academy website.