



## **CURRICULUM POLICIES | Lawdale Junior School**

# Language Policy

## Lawdale Junior School

March 2025

RRS

Article 2

**Without discrimination - applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.**

Article 23

**Children with disability – this policy applies to all children regardless of disability**

Article 28

**Right to an education - every child has the right to an education. Primary education must be free.**

Article 29

**Goals of education - education must develop every child's personality, talents and abilities to the full.**

### **Aims and objectives**

The aims and objectives of learning languages in primary school are:

- to foster an interest in learning other languages;
- to introduce young children to another language in a way that is enjoyable and fun;
- to make young children aware that language has structure, and that the structure differs from one language to another;
- to help children develop their awareness of cultural differences in other countries;
- to develop their speaking and listening skills;
- to work with our local secondary school to assist with secondary transfer;
- to lay the foundations for future study.

### **Curriculum Intent**

Learning a foreign language is a necessary part of being a member of a multi-cultural society and provides an opening to other cultures. A high-quality languages education should foster children's curiosity and deepen their understanding of the world. The teaching should enable children 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 children to study and work in other countries.

The National Curriculum for languages aims to ensure that all pupils:

1. Understand and respond to spoken and written language from a variety of authentic sources.
2. 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.
3. Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
4. Discover and develop an appreciation of a range of writing in the language studied.

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At Lawdale Junior School our Spanish curriculum offers a coherently planned sequence of lessons, ensuring progressive coverage of the skills required by the national curriculum. It aims to foster children's curiosity and help deepen their understanding of the world. A carefully devised programme allows an opportunity for children to revisit previous learning whilst building on their new skills. Our aim is to enable children to express their ideas and thoughts in Spanish, providing opportunities for them to interact and communicate with others for practical purposes both in speech and in writing. All children will be confident to engage in conversations in Spanish and be able to take enjoyment in doing so. They will understand the value of learning a language and both the benefits and necessity of this skill in our modern world.

Children have weekly lessons in Spanish throughout Key Stage 2, using the *Hola Español* scheme of work. Through our Spanish scheme, we aim to inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people. We intend to help children grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies. The intent in Lower KS2 is that children acquire basic skills and understanding in Spanish with a strong emphasis placed on developing their speaking and listening ability. These will be further developed in Upper KS2 alongside reading and writing skills, gradually progressing to more complex language concepts and greater learner autonomy.

### Curriculum Implementation

Pupils are taught by a native Spanish speaker, who provides opportunities 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 and develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
5. Present ideas and information orally to a range of audiences.
6. Read carefully and show understanding of words, phrases and simple writing.
7. Appreciate stories, songs, poems and rhymes in the language.
8. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
9. Write phrases from memory, and adapt these to create new sentences, to express ideas clear.
10. Describe people, places, things and actions orally and in writing.
11. Understand basic grammar appropriate to the language being studied, including 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.

There is also the opportunity in each lesson for children to develop their language skills and use these skills in a variety of different ways. Lessons are fast-paced and interactive to ensure all children are well engaged and have access to high quality teaching. Opportunities are also offered for children to gain an insight into the culture of Spain and other Spanish-speaking countries, including some religious festivals. It is essential that children have a grasp of all four language skills, yet this must be structured and built carefully. In Lower Key Stage 2, there is a large emphasis for children to develop their listening and speaking skills as this allows them to begin creating a bank of Spanish vocabulary and to develop an understanding of the phonetical rules. It also ensures children have a love of language

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and are confident in speaking and engaging in conversations. Children will start to look at basic grammar rules which will support their language learning. Opportunities are, however, provided for children to practise their reading and writing skills in these early stages. By Upper Key Stage 2, these skills will be developed on and extended with plenty of opportunities to practise their reading and writing skills. Children will write at length and be able to read longer passages of Spanish. They will also be confident to perform a short conversation in Spanish showing the skills they have acquired. Alongside this, they will also look at more complex grammar rules and compare these to English rules.

### Curriculum Impact

Assessment consistently takes place in language lessons to ensure all children are making progress. In line with national curriculum outcomes, assessment criteria have been developed to assess the progress of children in their language learning as they move through Key Stage 2, ensuring that children are supported and challenged as appropriate. This data is analysed on a termly basis. Pupil Voice is also used to further develop the languages curriculum, through questioning of pupils' views and attitudes to learning a language. By the end of key Stage 2:

- Pupils develop a love of language learning and are beginning to understand that there are different cultures around the world.
- All pupils are able to succeed in Spanish lessons.
- Pupils have a bank of Spanish knowledge and vocabulary.
- Pupils can use their knowledge of phonics to decode new words and, where appropriate, use their knowledge of cognates to find meaning.
- Pupils have developed a strong understanding of the four skills of language learning.
- Pupils are able to speak confidently and maintain a conversation in Spanish in front of an audience or their peers.
- Pupils can recognise and understand some of the grammar rules of Spanish and can apply these in their written and spoken work.
- Pupils can read passages confidently in Spanish and understand what they have read.

### Organisation

We teach languages to all children for 45 minutes a week during PPA time for class teachers. Children in all year groups are taught by a native language speaker/teacher.

### The curriculum

We teach the children to know and understand how to:

- ask and answer questions;
- listen to spoken language and show understanding by joining in and responding;
- use correct pronunciation and intonation;
- memorise words;
- interpret meaning;
- understand basic grammar;
- identify spelling patterns;
- use dictionaries;
- work in pairs and groups, and communicate to an audience;
- speak in sentences;

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- engage in conversations, ask questions and respond to others;
- describe people, places, things and actions orally and in writing;
- look at life in another culture.

### Teaching and learning style

We use a variety of techniques to encourage the children to have an active engagement languages, including:

- games, role-play and songs (particularly action songs);
- ICT – Interactive whiteboards, CD ROMs, Internet;
- using a range of learning styles to meet the needs of all learners;
- puppets and soft toys to demonstrate the language;
- mime and drama to accompany new vocabulary in the language, as this serves to demonstrate the language without the need for translation;
- emphasis on listening and speaking skills over the reading and writing skills;
- a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games, as we believe that this serves to reinforce memory;
- making the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of languages;
- providing opportunities to apply their learning by developing links with other schools in Spanish speaking countries where our children correspond with Spanish children.

We build children's confidence through constant praise for any contribution they make in languages, however tentative.

### Inclusion

At Lawdale Junior school we teach languages to all children, whatever their ability. Languages forms part of the school curriculum to provide a broad and balanced education for all children. Through our languages teaching we provide learning opportunities that enable all pupils to make appropriate progress in relation to their ability. We do this by setting suitable learning challenges and responding to each child's different needs.

### Assessment

We assess the children in order to ensure that they make good progress in this subject. We do this during the lessons and assess against learning intentions and curriculum objectives. There are no national key stage tests, but we do award the children a school certificate showing that they have reached a certain level of competence in Spanish. We present this to the children at the end of the year. The school evaluates each child in:

- listening and responding;
- speaking;
- reading and responding;
- writing.

### Monitoring and review

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We monitor teaching and learning in the same way as we do all the other subjects that we teach in the school. The Headteacher also reports to the governing body on the progress of children in languages in the same way as in any other subject. The governors' curriculum committee has the responsibility of monitoring the success of the teaching in languages.

Maria Bolanos  
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