



Leigh Academy
Tree Tops

Leigh Academy Tree Tops
Languages Policy
Primary Years Programme

Document title:	Languages Policy
Version number:	1.2
Policy Status	Approved
Date of Issue	September 2024
Date to be revised	September 2025

Revision Log (last 5 changes)

Date	Version No	Brief detail of change
25/11/20	1.0	Reviewed and reformatted
03/04/21	1.1	Policy reviewed and amended to reflect alterations to academy systems and procedures.
01/09/24	1.2	Policy amended to reflect change in academy name

Overview of Language at Leigh Academy Tree Tops

Statement of Belief

At Leigh Academy Tree Tops, we believe that language is fundamental to enable all pupils to be successful in their learning. Language encompasses many skills and we want to support our pupils to express themselves through speaking, listening, reading and writing. This includes communication through different languages as well as the inclusion of subject specific vocabulary linked with science, mathematics and the arts.

We believe that literacy instruction should connect to our units of inquiry, supporting pupils to cultivate a love of literacy by meeting the needs of each learner, thus building life-long readers and writers. Through lines of inquiry, teachers provide pupils with opportunities to use language in many different formats, including debate, role-play and learning an additional language as well as the traditional teaching of language embedded in the lines of inquiry. Teachers at Leigh Academy Tree Tops work together to make sure that language is taught through integrated learning and in meaningful contexts.

Language Profile of pupils at Leigh Academy Tree Tops

The cultural and linguistic background of the majority of our pupils is similar, being residents of the local area. The following points summarise the language profile of pupils currently studying at Leigh Academy Tree Tops..

1. The majority of pupils have English as their mother tongue / native language.
2. The percentage of pupils who have other languages as their mother tongue continues to increase (Albanian, Arabic, Bengali, Bulgarian, Dari Persian, Ewe, Filipino, Hindi, Latvian, Lingala, Lithuanian, Nepali, Polish, Romanian, Russian, Slovak, Turkish and Yoruba).
3. English is the medium of instruction and is commonly acceptable to all.
4. Most pupils are second language learners of Spanish.

At Leigh Academy Tree Tops, we believe that learning a second language will enrich the personal development of a child and enhance intercultural understanding and international mindedness. The school believes that the contribution of parents, pupils, teachers and the wider society will support us in developing a caring language community and confident language learners.

Support for Language Learners

Leigh Academy Tree Tops creates a supportive language community to enhance the language learning of all pupils. Leigh Academy Tree Tops is a language-rich site, with a central school library, book and resources areas in each classroom and an ever-increasing implementation of technology to further enrich language learning.

Staff know their students well, and are aware of those who have language needs and pupils for whom English is an additional language (EAL pupils). Leigh Academy Tree Tops encourages families to continue mother tongue development at home and these pupils are encouraged to share words and phrases in their mother tongue to celebrate their language and so that other children can learn from these.

Parent Support for Language

Parents are encouraged to support language development at home through homework assignments. Parents are asked to read with students on a regular basis, check for understanding and comprehension, assist with inquiry-guided research and encourage oral communication.

Language and Literature

Language and the Programme of Enquiry

At Leigh Academy Tree Tops, language is integrated throughout the curriculum. Higher level thinking, key concept questions, and extended research all lend themselves to having a strong vocabulary and language presence. Oral, visual, and written language are all present within activities. Literature selections are chosen to build an understanding of the concepts within the Lines of Inquiry.

Language in the Classroom

At Leigh Academy Tree Tops language is supported through a range of literacy activities such as: reading comprehension, reading for pleasure, shared writing, extended writing, classroom libraries, visuals, instructional vocabulary, individual word lists, daily reading of the class novel and opportunities for students to use language during presentations and collaboration.

Learning is differentiated in the classroom in a variety of ways and students are individually assessed in their reading ability using formative and summative assessments.

Pupils are assessed individually in their writing using teacher assessments. Writing is used to focus on meaning as much as technical skill, and self-expression is encouraged by regular intervals of written and oral reflection. The focus of the learning is for the experience to be relevant, engaging and challenging to each pupil.

Pupils are supported in their speaking and listening development by engaging in group work as part of their lines of inquiry. Questioning and peer discussions are used daily within lessons and on occasions pupils may feedback in a more formal way. For example, two groups may be asked to show one another their role play, or a group may be asked to share their presentation with the whole class.

Instruction and Assessment in Language and Literature

Through studying Language and Literature, pupils explore the fundamental concepts of analysing text, organising text, producing text, and using language with the purpose of communicating, learning holistically and promoting intercultural awareness. Within Tree Tops Primary Academy's curriculum, pupils will read a variety of narrative, informational, and argumentative texts. Through literacy-based inquiry methods, pupils will locate, evaluate, and synthesise information in order to create new knowledge.

In order to provide pupils with an authentic and diverse language and literature learning experience, teachers will:

- Follow agreed reading and writing methodologies where appropriate
- Facilitate reading in all subject areas
- Provide cross-curricular connections between texts where appropriate
- Use a variety of texts and media including global works and perspectives
- Use formative and summative assessments to drive instruction
- Provide opportunities for pupils to take action within the larger community

Additional Language:

Introduction

As the UK is becoming an increasingly multicultural society, we have a duty to provide our pupils 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 2105; UNESCO 2015)

At Leigh Academy Tree Tops, we believe that the earlier a child is exposed to a foreign 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.

Learning a foreign language is part of the primary National Curriculum and is a requirement for all children within Key Stage 2 (KS2). Tree Tops Primary Academy 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 pupils' 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. Children 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.

Teaching and Learning Overview

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 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 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 Foundation Stage and KS1:

A whole school approach to MFL is desirable, so although language will be optional for the Foundation Stage and KS1 for the time being, teachers are encouraged to start introducing sign language and MFL within the school environment. Our younger pupils may also take part in activities within any language, to inspire interest, motivate understanding and to assist general Literacy skills within these year groups.

Key Stage Two:

Spanish is taught in a whole-class setting by the class teacher as part of our learning. Teachers plan their lessons using Language Angels and can 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 has a timetabled lesson of at least thirty minutes per week. Spanish can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained.

Spanish lessons include some or all of the following:

- Slides and interactive whiteboard materials
- Interactive games
- Spanish culture
- Songs & raps
- Differentiated desk-based consolidation activities are provided throughout each teaching unit and can be used in class or sent home to be completed as a homework exercise

Children progress through the Spanish Programme through stages, progressing to the next stage once the learning goals of the current stage have been met.

Assessment of Pupil Learning & Progression

Two forms of assessment are available at the end of every Duolingo unit:

1. Peer and self-assessment 'I can do...' grids. A quick and easy way for all pupils in the class to record which units they have completed and the progress they are making.
2. More detailed skills based assessments using bespoke skills assessment worksheets. This form of assessment enables us to determine the learning and progression of all pupils in the key language learning skills as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2.

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 Subject Leader and Leadership Team monitor the learning and progression made by pupils across the key stage.

All data, ranging from evidence of classroom teaching to individual pupil skills reports, is securely stored on a password protected database. This can be accessed by class teachers, the Subject Leader and SLT so all key stakeholders can evaluate delivery, performance and progress.