



**SACRED HEART**  
CATHOLIC PRIMARY  
SCHOOL & NURSERY

## Languages Policy

*This is our school.*

*Together we worship; Together we learn; Together we belong.*

*With the love of God, our dreams and ambitions come true*



**October 2023**

**Policy Date:** October 2023

**Policy Status:** Statutory Policy

Awaiting approval by Governing

Body October 2023

**Review Cycle:** 18months or as required

**Next Review Date:** January 2025



*At Sacred Heart Catholic Primary School & Nursery we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.*

### **Mission Statement**

**‘Together we worship, Together we learn,  
Together we belong – with the love of God...  
our dreams and ambitions come true.’**

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. Together we take pride in making a positive contribution to our school and the wider community.

This policy should be referred to in conjunction with the curriculum, assessment and teaching and learning policies.

### **SAFEGUARDING STATEMENT**

“Sacred Heart Catholic Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment”.



At Sacred Heart Catholic Primary School, we believe that the learning of a foreign language provides a valuable educational, social and cultural, shared experience for the pupils. As a school that has a significantly high proportion of EAL pupils, we are able to share experiences of how we learn new languages, we can discuss similar language features and etymology roots. Learning a new language together gives pupils an insight into the processes of learning a new language.

Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the foreign language and English. Learning another language raises awareness of the multi-lingual and multi-cultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

"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." National Curriculum in England (DfES September 2013)

## **Aims**

- 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 provide children with the transferable skills to learn foreign languages in the future

## **Organisation**

Children in KS2 will be taught Spanish by a specialist teacher for 45 minutes per week. There are opportunities for follow up activities and usage of the language throughout the school day.

The subject is managed by the Subject Lead. To ensure the language skills of staff are developed and sustained, the school are members of the Primary Languages Network. This provides all the materials, resources and support sound files and activities to enable the school to ensure progression in language learning across the four core skills. The Subject Lead will advise, work with and guide staff and the visiting specialist teacher when required.

## **The Curriculum**

Our school follows the Primary Languages Network scheme of work. It is a live scheme which is continually updated and revised in order to meet with current curriculum standards. Alongside the planning provided, the network also enriches this through links to authentic literature, songs, games, culture points of reference and links to appropriate websites.

## **Teaching and Learning**

We use a variety of techniques to encourage the children to have an active engagement in the modern foreign language: these include games, role-play and songs (particularly action songs). We often use puppets and soft toys to demonstrate the foreign language, and when possible also invite native speakers into the classroom, in order to expose the children to more than one voice in the foreign language. We frequently use actions to accompany new vocabulary in the foreign language, as this serves to demonstrate the foreign language without the need for translation.

We emphasise the listening and speaking skills to support the use of phonics when writing the language. We also use 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. We make 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.

## **Inclusion**

All pupils are given the opportunity to access the learning with speaking and listening tasks, the use of physical props and visual cues to enable them to make links to key words/phrases. Pupils will have scaffolds for writing tasks that are matched to their needs.

## **Learners will:**

- Develop resilience in language learning as well as enjoyment of it through a challenging scheme of work
- Acquire language learning strategies for memorisation and retrieval as well as for listening, reading and understanding, laying foundations for further study.
- Develop the skill of how to use a bi-lingual dictionary to decode unfamiliar language
- Be able to manipulate language to speak or write sentences creatively using prior knowledge of grammar and key features; with and without a dictionary
- Have a sound grasp of the key sounds of the Spanish language and their corresponding graphemes and be able to apply this knowledge when speaking, listening and reading aloud
- Recognise some of the language patterns of Spanish and how these differ or are similar to English

- Appreciate and be able to copy the sound of the language at text level through songs, stories and rhymes
- Have a deeper understanding of cultural differences and similarities
- Demonstrate substantial progress in learning Spanish and work towards or meet the targets of the KS2 Programme of Study for Languages

## **The contribution of MFL to other subjects:**

### **English**

The learning of a foreign language naturally contributes to the development of children's listening and speaking skills. It also develops the children's grasp of linguistic features such as rhyme, rhythm, stress and intonation and emphasises the importance of knowing the role of different word types in sentence structure. The study of a foreign language also improves linguistic ability in the learner's first language.

### **Mathematics**

Children reinforce their time-telling skills by playing time-related games in the foreign language.

We also play number games, which reinforce counting and calculation skills, expand understanding of date and increase knowledge about money.

### **Personal, social and health education and citizenship**

Children benefit from learning foreign languages in many ways, not least of which are personal and social development. Those children who have difficulty in reading and writing, but who have good aural skills, will often find that they excel when speaking a foreign language. This success breeds confidence, which in turn increases self-esteem and gives them a more positive attitude to learning whilst unlocking their understanding of the content.

### **SMSC**

By teaching a foreign language we contribute to the children's cultural education. They learn that many societies are multilingual. We teach them about festivals and customs related to the countries in which a particular language is spoken. We also give children the chance to hear stories set in a foreign culture.

Spiritual: Foreign Language supports Spiritual development by getting the pupils excited about learning about the world around them.

Moral: Foreign Language supports Moral development by encouraging pupils to recognise the importance of learning a FL from another country to enable them to respect how difficult it is when people visit or move to Britain and try to speak a new language. Including the pupils in our own class/school.

Social: Foreign Language supports Social development by allowing children to work with a partner or as part of a group.

Cultural: Foreign Language Supports Cultural development by encouraging children to appreciate the similarities and differences between Spain and Britain.

### **Computing**

Information and communication technology enhances our teaching of Spanish wherever appropriate in all key stages. The children have access to native speaker sound files to aid accurate pronunciation of language. Videos and songs via the internet help to bring language learning to life. Purple Mash have Spanish resources to reinforce language learning. Videos, games and programmes are used on the interactive whiteboard support and engage children in their Spanish learning.

### **Assessment**

Currently assessment is informal across the four language skills and the progress made in these throughout KS2.

### **Monitoring**

The Subject Lead discusses language learning with the visiting teacher and monitors planning, and spoken and written evidence of progress in learning. The school is working toward effective progress across the four years of KS2. The lead teacher can access training in monitoring via the PLN VLE consultation time, email discussion and at coordinator CPD.