



Bearsted Primary Academy

Languages Policy

Primary Years Programme

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1. Overview of Language at Bearsted Primary Academy

1.1 : Statement of Belief

At Bearsted Primary Academy, we believe that language is fundamental to the success of all pupil 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 celebrate all languages from pupils and staff and actively encourage pupils to use and share their mother tongue in their learning.

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 BPA work together to make sure that language is taught through integrated learning and in meaningful contexts.

1.2: Language Profile of pupils at Bearsted Primary Academy

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 Bearsted Primary Academy:

1. Majority of the pupils (75.78%) have English as their mother tongue/ native language.
2. Nearly a fifth of pupils at Bearsted Primary Academy (23.91%) have other languages as their mother tongue (Albanian [3.9%], Arabic [3.9%], Bulgarian [10.9%], Chinese [1.3%], Chinese (Cantonese) [1.3%], Filipino [3.9%], French [3.0%], Greek [1.3%], Hindi [1.3%], Hungarian [7.79%], Italian [2.6%], Lithuanian [11.69%], Malayalam [1.3%], Nepali [1.3%], Polish [2.6%], Romanian (Romania) [5.19%], Russian [3.9%], Sinhala [2.6%], Spanish [1.3%], Telugu [1.3%], Turkish [2.6%], Ukrainian [14.29%], Urdu [2.6%] and Yoruba [7.79%].)
3. English is the medium of instruction and is commonly acceptable to all.
4. Most pupils are second language learners of Spanish
5. Makaton/PECS is also introduced from EYFS and used to support SEN pupils.

At Bearsted Primary Academy, we believe that learning a second language will enrich the personal development of a child and enhance intercultural understanding and international mindedness. The academy 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.

1.3: Support for Language Learners

Bearsted Primary Academy creates a supportive language community to enhance the language learning of all pupils. Bearsted Primary Academy is a language-rich site, with a central academy library, book and resources areas in each classroom and an ever-increasing implementation of technology to further enrich language learning. Our approach to feedback at Bearsted Primary Academy is through conferencing - dialogue between learners and adults ensuring that daily, pupils are taking part in language rich conversations about their learning. As a result, oracy is of paramount importance to all at

Staff know their pupils well, and are aware of those who have language needs and pupils for whom English is an additional language. Bearsted Primary Academy encourages families to continue mother tongue development at home and these pupils are encouraged to share books in their mother tongue to celebrate their language and so that other children can learn from these. Pupils are also encouraged to use their home language within written work. To celebrate all languages, Bearsted Primary Academy assemblies begin with an introduction in one of our pupils' languages to show they are recognised outside of their classroom environment.

The following statements must be addressed in conjunction with the [EAL Initial Assessment Toolkit](#) when structuring planning to teach English as a foreign language to non-English speaking pupils.

- We recognise pupils who arrive at our academy not speaking any English will need an approach similar to English speaking pupils learning a foreign language. As such, the aims remain the same as for teaching Spanish (see 3.2 below).
- A learner's proficiency in their first language can indicate their initial proficiency in a foreign language once they have mastered that language. Inability to converse in a second language does not reflect an individual's capacity to learn.
- Implicit learning takes place in the early stage and requires plenty of input and repetition
- Motivation changes as children get older. They tend to want to understand more about what they are learning and like to know they are making progress.
- The importance of accuracy in a lesson may depend upon the learning intention of the lesson.
- Use a wide variety of resources (pictures, objects, spoken words, rhymes, songs, actions, role play, high quality texts)
- Give children examples of what other children have achieved in the same work.
- Peer conferencing for safe feedback, revision and rehearsal.
- Give them: vocabulary; tools; strategies; time; credit; praise.

1.4: Parent Support for Language

Parents are encouraged to support language development at home through homework assignments. Parents are asked to read with pupils on a regular basis, check for understanding and comprehension, assist with inquiry-guided research and encourage oral communication. At Bearsted Primary Academy, we are keen for parents in our community to share their mother tongues in the academy to immerse our pupils in language. We are also keen for this to include collaborating with us to provide information in these languages to support families.

2. Language and Literature

2.1: Language and the Programme of Inquiry

At Bearsted Primary Academy, 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 both in read-alouds and shared reading are chosen to build an understanding of the concepts within the Lines of Inquiry.

2.2: Language in the Classroom

Bearsted Primary Academy provides a language-rich environment daily for pupils from Nursery to Year 6. All of our feedback with pupils is through conferencing - a pupil discussion with themselves, their peers or adults, reflecting on their work and discussing what they can improve.

Adaptive teaching methods are used throughout the academy for pupil support and challenge.

Language is differentiated and assessed through a wide range of activities during the day: class discussion, reading comprehensions, class novels, shared writing, independent writing, classroom libraries, 1:1 reading, visual displays, instructional vocabulary, individual word lists, inquiries, and opportunities for pupils to use language during presentations and collaboration.

Pupils are assessed individually in their writing using teacher assessment. 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 with group projects as part of their lines of inquiry. As part of Quality First Teaching, questioning and peer discussions are used daily within lessons. In more specific projects, pupils may give 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.

2.3: Instruction and Assessment in Language and Literature

By 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 Bearsted 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:

- Use the PYP aims and objectives as best practice
- Instruct with Reading/Writing methodologies where appropriate
- Facilitate reading in **all** subject areas
- Provide cross-curricular connections between texts when available
- 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

3. Additional Language:

3.1: Introduction

As the United Kingdom is a 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 to become global citizens 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 Bearsted Primary Academy, 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). However, Bearsted Primary Academy has adopted a whole academy approach to the teaching of Spanish to all of its pupils.

3.2: 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 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. Pupils are encouraged to use their mother tongue and share their own experiences of different languages. By using a high quality programme of learning for Spanish, we can support pupils, staff and the wider community.

3.3: Learning and Teaching Overview

Our whole-academy approach to language learning and teaching 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.

3.4: Organisation & Delivery

The Foundation Stage and KS1:

A whole academy approach to Modern Foreign Language is desirable, so although teaching a foreign language will be more flexible for Foundation Stage and KS1 for the time being, teachers are encouraged to start introducing Modern Foreign Language within the academy 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.

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. This can be supplemented 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:

- PowerPoints and interactive whiteboard materials
- Interactive games
- Songs & raps
- Differentiated desk-based consolidation activities

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

3.5: Assessment of Pupil Learning & Progression

Two forms of assessment are available at the end of every Language Angels 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.

3.6: Monitoring and evaluation

Curriculum Advisors and the Senior Leadership Team monitor the effectiveness of the language teaching provided throughout the academy via observations with feedback given to teachers delivering foreign language lessons. Together, they will also monitor the learning and progression made by pupils across the key stage.

Class teachers use their curriculum coverage documents to monitor coverage of learning and teaching of all taught languages.