



## **Primary Languages Policy**

Date of policy	February 2024
Member of staff responsible	H. Archibald
Review Date	February 2026

# **Primary Languages at Norwich Road Academy**

## **Intent**

### **The Norwich Road Way**

Norwich Road Academy proudly welcomes learners from many different linguistic, cultural and social backgrounds. Because of this, many of our pupils have already been introduced to foreign languages and traditions and understand the importance of learning a foreign language. Studying a specific language in detail allows pupils to develop their linguistic competence, extend their knowledge of how language works and explore differences and similarities between the foreign language and English. 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.

**All of this will be supported by the Norwich Road values of:**

- **Empower-Motivate-Aspire-Transform-Be Proud-Connect**

## **Aims**

The primary language curriculum at Norwich Road Academy aims for every child to:

- Foster an interest in learning other languages
- Introduce young children to another language in a way that is enjoyable and fun
- Help children develop their awareness of cultural differences in other countries
- Develop their speaking and listening skills
- Lay the foundations for future study

## **Implementation**

The National Curriculum states that learning a foreign language is compulsory in Key Stage Two. Whilst not compulsory in Key Stage One, opportunities throughout the year are provided for children in all year groups to be introduced to a foreign language and participate in activities.

Each primary language lesson is to begin with a reminder of previous learning. Key vocabulary is discussed in accordance to our school curriculum mantra in order to embed long term knowledge. A new skill or concept is then introduced to the children with time to

practise and explore. Particular time is given to pronunciation and if necessary, key phonetic skills are revisited.

The school is subscribed to 'Language Angels' and resources are available to teachers to aid their planning, delivery and assessment. The resource also provides examples of clear and accurate pronunciation which is to be used as a model in each lesson.

Knowledge organisers are available through 'Language Angels' and should be used at the beginning, end and throughout the teaching of a module. These are to be stuck in the pupils' primary language books and used as a reference for the children to understand their sequence of learning and reminders of key learning.

The primary languages curriculum at Norwich Road Academy develops in complexity throughout Key Stage Two. Year 3 begin at an 'Early Language' stage. Towards the end of Year 4, pupils are moved to an 'Intermediate Language' stage and in Year 6, they are taught at a 'Progressive Language' level.

Children should be introduced to songs and rhymes related to their topic of study to help embed learning and make lessons more enjoyable and memorable.

Learning a foreign language is mostly done through speaking and listening and therefore these should be the focus of each lesson. Where appropriate, work can be written and recorded in children's primary languages books. If a lesson does not involve any written or artistic work, a date and learning objective should still be written in children's books to evidence the focus of each lesson and photos or an explanation of the activity should be included.

### **SEND and Inclusion**

At Norwich Road Academy, we endeavour to meet the needs of all children, taking into account gender, ethnicity, culture, religion, language and disability. The provision for children with Special Educational Needs and Disabilities is detailed in the SEND Policy. Children with SEND are supported through additional or adapted resources, differentiated learning tasks, targeted adult support and interventions. Some children may need additional time or careful scaffolding to understand or complete a task.

### **Impact**

Assessments of learning are made throughout all primary language lessons through questioning, observing, listening and quizzing. Prior knowledge is established at the

beginning of each lesson and questioning about the lesson's impact is made at the end of each lesson.

'Language Angels' provides an end of module listening and reading exercise which should be used in order for teachers to gain confident knowledge in the abilities of their children. It will also help teachers to find areas of weakness that can be planned into the next sequence of lessons.

This feedback is recorded and conveyed back to the primary languages subject coordinator.

### **Subject Leader**

Subject Leaders at Norwich Road Academy will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the academy
- Advise and support staff in the planning, delivery and assessment of design and technology;
- Monitor and evaluate the standards of children's work and the quality of teaching in design and technology throughout the school;
- Attend appropriate CPD and stay informed regarding developments within their subject
- Provide and evaluate learning resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupil's learning and development

### **Monitoring and review**

This policy will be reviewed by staff and governors at least every 2 years.