

Leigh Stationers' Primary Academy



Languages Policy 2025 – 2026

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Revision Log (last 5 changes)

Date	Version No	Brief detail of change
1/09/2024	1.2	Percentage of EAL children has decreased from 32% to 29%
1/09/24	1.2	Include information about Year Six Language Ambassadors
2/09/25	1.3	Updated percentages of EAL pupils and changed Light Bulb to Language Angels as scheme which supports planning

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1. Overview of Language at Leigh Stationers' Primary Academy

1.1: Statement of Belief

At Leigh Stationers' 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 believe that literacy teaching 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. Leigh Stationers' Primary Academy works together to make sure that language is taught through integrated learning and in meaningful contexts.

1.2: Language Profile of pupils at Leigh Stationers' Primary Academy

The following points summarise the language profile of pupils currently studying at Leigh Stationers' Primary Academy:

1. English is the first language for the majority of our pupils
2. Approximately 26.% of pupils have another language other than English declared on the school census.
3. English is the medium of teaching however other languages are interwoven throughout the curriculum as appropriate.
4. Spanish is the modern foreign language taught throughout the school.

At Leigh Stationers' 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 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.

1.3: Support for Language Learners

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

Pupils in Year Six take on the responsibility of becoming '**Language Ambassadors**' and celebrate the diversity in the school. They update and promote a display in the corridor with different words and phrases. They support the MFL leads organising whole-school events. They run lunch time events to promote the use of different languages to the pupils across the school.

Staff know their pupils well, and are aware of those who have language needs and pupils for whom English is an additional language (EAL pupils). Pupils are assessed using resources from the Bell Foundation and then given appropriate support to meet their needs. Leigh Stationers' Primary Academy encourages families to continue first language development at home and these pupils are encouraged to share books in their first language to celebrate their language and so that other children can learn from these. It is crucial that children become proficient in their first language.

Books will represent the languages spoken within the school's community and where possible demonstrate different script and will be readily available for all children in the library. Children with English as their second language are supported in the learning of English through additional small group or individual sessions.

Children are invited to lead assemblies where they share information including their language on their cultural background.

1.4: Parent Support for Language

Parents are encouraged to support language development at home through homework assignments with a particular emphasis on reading. 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 Leigh Stationers' Primary Academy, we are keen for parents in our community to share their first language in school to immerse our pupils in language. Parents are asked to come into classrooms or share resources that are in their first language for all pupils to access.

2. Language and Literature

2.1: Language and the Programme of Inquiry

At Leigh Stationers' 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 but also develop language acquisition.

2.2: Language in the Classroom

At Leigh Stationers' Primary Academy language is supported through a range of literacy activities such as: reading comprehension, reading for pleasure, shared writing, extended writing, classroom text, visuals, instructional vocabulary, individual word lists, daily reading of the class novel 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 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 the units of inquiry, pupils will read a variety of narrative, informational, and argumentative texts. Through literacy-based inquiry methods, pupils will locate, evaluate, and synthesis information in order to create new knowledge.

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

- Facilitate reading in all subject areas
- Choose transdisciplinary texts where appropriate
- Use a variety of texts and media including global works and perspectives
- Use formative and summative assessments to inform teaching and learning
- Provide opportunities for pupils to take action within the larger community

3. Additional Language:

3.1 : Introduction

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 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 Stationers’ 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). Leigh Stationers’ Primary Academy has adopted a whole school approach to the teaching of modern foreign languages. We have a native speaker teaching Spanish from the start of Key Stage 1.

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 school phase of their education.

We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning languages:

- 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.

Where English is the pupil's additional language and they are new to learning English, we will specifically teach this language as a priority above any other modern foreign language until they reach an appropriate level in their English speaking and listening.

3.3 : 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 Stages 2 and 3.

<https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study>

3.4 : Organisation & Delivery

EYFS

Our 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 one:

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. Spanish is taught weekly for 30 mins.

Key Stage Two:

Lessons are planned for by our Spanish teacher using a variety of sources including Language Angels, the National Curriculum, and PYP Scope and Sequence.

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.

Language skills can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained.

3.5: Assessment of Pupil Learning & Progression

Pupils' progress in acquiring and becoming competent in another language will be assessed in lessons through formative assessment techniques as appropriate and linked to each unit covered.

3.6: 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 will together 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.