



Hampton Hargate Primary School

Primary Languages Policy

Date: SPRING 2026
Review date: SPRING 2028

Hampton Hargate Primary School believes that all children, regardless of ability and behaviour are valued equally. Groups of pupils (eg. SEND pupils, children in care, EAL pupils etc) are not viewed as separate but are part of the whole school approach. As a Dyslexia Friendly School, we understand the importance of pupils acquiring literacy and numeracy whilst promoting a broad and balanced curriculum, accessible to all. We recognise that different children's needs are met through varied and flexible provision and the use of different styles of teaching & learning throughout the curriculum. Every Child Matters (ECM) is an important part of the school ethos and we encourage all staff, governors, visitors, helpers etc to play their part in promoting this. This policy therefore applies to all our children, regardless of their gender, faith, race, culture, family circumstances or sexuality.

This school is committed to safeguarding and promoting the welfare and safety of all children and expects all staff to share in this commitment. All staff must follow the guidelines set out in the relevant section of **myconcern®** which is available online.

1. INTRODUCTION

This policy reflects the school's values and philosophy in relation to the teaching and learning of Primary Languages. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

Primary Language is a foundation subject within the National Curriculum. The aims of teaching Primary Languages at Hampton Hargate Primary School are consistent with our school philosophy and take account of the QCA Guidelines and the National Curriculum and the KS2 Framework for Languages which outlines the objectives for all children as they progress through the units.

2. INTENTIONS

2.1 General

At Hampton Hargate Primary School, we want all of our pupils to gain an enthusiasm for learning new languages and a curiosity and respect for other cultures. From day one, we seek to discover the rich cultural and linguistic experiences our pupils bring to school, reflected in their family and community context. As a school, we want to come together to celebrate and expand our knowledge of languages and our understanding about the wide world in which we live, capitalising on the diversity of our community in Peterborough.

Key Stage 2 pupils will learn French and embed the skills of confident reading, writing, speaking and listening in a foreign language, within the broader curriculum. We intend to nurture positive attitudes about language and identity within our pupils, and promote an international outlook on learning across the curriculum. We want to promote life-long strategies for learning new vocabulary, building on previous learning to ensure children remember more over time. We will ensure all children have opportunities to enjoy and achieve in their language learning by speaking, listening, reading and writing for a practical purpose. Our aim is to provide our pupils with the foundation for learning further languages, raising their aspirations and igniting their curiosity for learning to study, work, live in and visit other countries.

2.2 Specific

Our language learning intentions reflect the three progressive core strands of teaching and learning within the Framework for Languages: Oracy, Literacy and Intercultural Understanding. The two cross-cutting strands are also included: Knowledge about Language (KAL) Language Learning Strategies (LLS).

Specifically, we intend to:

- develop confidence by fostering in pupils an attitude which makes them willing to experiment with and enjoy language
- read great literature in the original language
- increase pupil's familiarity with the sounds and written form of a new language
- enable pupils to understand and communicate in a new language
- develop an awareness of the language processes and purposes (in English as well as the foreign language)
- increase pupils' cultural awareness by learning about different countries and their people, and working with materials from those countries and communities
- encourage pupils to be ambassadors for their school when communicating with partner schools abroad
- develop in pupils the skills and strategies which will support their future language needs

The children will learn to:

- memorise words
- interpret meaning
- understand basic grammar
- ask and answer questions
- use correct pronunciation and grammar
- work in pairs and groups to communicate in a foreign language
- explore things from another's perspective, giving insight into the people, lives and traditions of other cultures

3. PROVISION

Children will develop communication and literacy skills which lay the foundation for future language learning. They will develop linguistic competence, extend their knowledge of how language works and explore similarities and differences between English and another language. The whole school currently celebrates languages and cultures within and beyond the community in the form of a high profile International Languages Week, class assemblies, displays and competitions.

3.1 Early Years and Key Stage 1

Children in the foundation stage and KS1 will be given an early appreciation of learning a new language and understanding different cultures through whole school activities and incorporating a global dimension into other curriculum areas as outlined above. Teaching staff will have access to resources such as songs, rhymes and games which they can use to complement other curriculum areas. Every year, the whole school takes part in International Languages Week. This is an opportunity to celebrate and enjoy the diversity of our school and the world we live in. For example, classes might learn about a particular country, participating in dance workshops, cooking and eating food or meeting visitors from that country.

3.2 Key Stage 2

Children in Year 3, 4, 5 and 6 receive a discreet 30-minute French lesson each week from a French Speaking teacher. Lessons have been planned to balance using face-to-face games, songs and activities, alongside the online programme, *Languagenut*, which pupils can access in school and at home.

4. ASSESSMENT

Children's prior knowledge is assessed at the beginning of every unit. Their progress is assessed continuously during the lessons by the teacher and summative unit assessments are tracked using *Languagenut*, evaluating progress against the KS2 Framework for Languages. Language from previous units is regularly revisited and built upon to consolidate learning and extend children's understanding.

5. ROLE OF SUBJECT LEADER

5.1 Short term responsibilities

The Primary Languages subject leader is responsible for leading Primary Languages through the school. This role will include:

- planning units and lessons for KS2 classes
- providing access to training
- meeting with subject leaders of other curriculum areas to create meaningful cross curricular links

- alongside the EAL Lead, meeting with EAL pupils in Y5/6 who act as 'Language Ambassadors' during International Languages Week
- promote the 'Gift a book' bookshelf to include titles about diversity and different languages
- updating our Primary Languages display board to reflect the topics year groups learn throughout the year

5.2 Long term responsibilities

Further responsibilities in short and long-term will include:

ensuring continuity and progression from year group to year group
 assisting with requisition and maintenance of resources required for the teaching of Primary Languages

6. ROLE OF CLASS TEACHER

Class teachers will develop awareness of different community languages through whole school languages events, PSHCE curriculum links and taking the time, particularly at the start of each year, to get to know their pupils' family and community context. They will read age appropriate titles from the 'Gift a book' bookshelf which includes texts that have been donated by our families to reflect their 'lived experience' as well as many books sourced by the PSHCE, SENCo, EAL and Primary Languages Leads.

Children with experience of foreign languages, including our Language Ambassadors, will be encouraged to share their knowledge and act as experts, for example during International Languages Week. Class assemblies will be used to highlight the language learning from their weekly French lessons and/or from whole school languages events.

Class teachers will be involved in planning and teaching for International Languages Week. Links to relevant curriculum areas will be made, for example in Literacy and Geography, developing research skills, including the use of alphabetical order to locate information; the use of simple search engines, presenting their findings in a variety of ways, comparing different localities and finding countries on a map.

Class teachers will promote languages competitions.

7. GOVERNING BODY

At Hampton Hargate school, there is a link Governor allocated to Primary Languages.