



LANGUAGES POLICY

Approved by: Lead – C Nicholson **Date:**01.09.2025

Last reviewed on: September 2025

Next review due by: September 2026

1 Curriculum Rationale for Teaching Languages at Norbreck

1.1 At Norbreck we believe learning a language and about other cultures enriches the curriculum, providing excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. We have therefore implemented the teaching of Latin for Y3 and Y4 and then French for Y5 and Y6 KS2 children.

1.2 The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others. Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children's ideas in this critical area as well as giving them a new perspective on their own language.

1.3 Language learning stimulates children's creativity. Children enjoy taking an active part in language lessons. They create mimes, sketches and role-play, imitating accurate intonation and pronunciation. They play games, take turns, make things, take the role of the teacher and experiment creatively with language.

2 Our **aims** of teaching languages are for children to:

- foster an interest in learning another language;
- become aware that language has a structure, and that this structure differs from one language to another;
- develop speaking and listening skills;
- gain enjoyment, pride and a sense of achievement;
- explore and apply strategies to improve their learning;
- explore their own cultural identities and those of others.

3 Teaching and learning styles and procedures

3.1 At Norbreck Primary Academy we will use a variety of teaching and learning styles in our Language lessons. Our principal aim is to develop children's knowledge, skills, and understanding. Children will have the opportunity to support their work with a variety of resources. We will aim for a balance of whole class, group and independent learning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum.

3.2 Our chosen languages for KS2 are Latin and French; this is because our children go to a variety of high schools who deliver different languages. Latin helps children have an understanding of language, improves their etymology and will be a good base for whatever language they go on to study. French enables them to apply their classical learning around the etymology of words to a modern foreign language.

3.3 The lessons are to be delivered by the teacher in the PPA team, with support from the Languages Subject Leader.

3.4 KS2 children at Norbreck receive 1 hour per week of Languages teaching. The Latin units of work are taught through the Minimus scheme of work which is supported by Peter Wright of Blackpool Sixth Form and the charity Classics for All. The French scheme of work is devised by the Languages lead to suit the needs of Norbreck pupils, pulling from Grammasaurus resources.

3.5 Recommended resources are available on the school network (including mp3s of all the CD resources) and all PPA teachers have a class set of textbooks as well as a teacher resource book, dictionaries and a Google drive of additional resources.

3.6 Lesson Content:

The Latin and French lessons are to include:

- a. learning key vocabulary;
 - b. asking and answering questions;
 - c. teaching of basic grammar and spelling patterns;
 - d. using language that has been taught in role play situations;
 - e. researching and learning about life in Roman times/French culture;
 - f. beginning to write phrases and sentences.
- Latin and French will be used in displays that relate to the children's learning.

4 Inclusion

In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Languages are a highly inclusive subject, however, and despite our principal aim of developing children's knowledge, skills, and understanding, the initial focus will be on enjoyment. At our school we will teach Languages to all KS2 children, whatever their ability and individual needs. Languages form part of the school curriculum policy to provide a broad and balanced education to all children. Through our Languages teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this.

We are currently developing links with more secondary schools to improve transition between KS2 and KS3.

5 Assessment for learning

5.1 Teachers assess children's work in Languages in a variety of ways. In the short-term, assessments that teachers make as part of every lesson help them to adjust their plans. They match these short-term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress. Older children are encouraged to make judgements about how they can improve their own work.

5.2 Teachers use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work.

5.3 Language books are used in KS2 to monitor progress throughout the Key Stage. Photographs are saved to Seesaw (including children's work, displays or pictures of children working).

6 Resources

There is a range of resources to support the teaching of Languages across the school. The Minimus textbooks are used as the basis for the Latin curriculum. Teachers add further resources to this to create a variety of activities for children to access the language from.

7 Monitoring and review

7.1 Monitoring of the standards of children's work and the quality of teaching in Languages is the responsibility of the subject leader, supported by the headteacher. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for languages in the school.

7.2 This policy will be reviewed at least every year.