WOODMANSEY CE
PRIMARY SCHOOL

Building Strong Foundations • Unlocking Potential • Inspiring a Generation

Primary Languages Policy

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1. Relationship Between Charter, Policy and Planning

At Woodmansey CE Primary School, our curriculum is shaped by our vision of "Building Strong Foundations, Unlocking Potential, Inspiring a Generation." Primary Languages contributes to this vision by opening pupils to new ways of communicating, strengthening their understanding of culture and identity and helping them see themselves as outward-looking citizens.

This policy sits within the wider curriculum framework and should be read alongside the Woodmansey Curriculum Statement, the Primary Languages Charter, the long-term curriculum plan, the associated unit plans, the school approach to international learning, the Equality Policy and the school approach to inclusion and adaptive teaching.

2. Subject Overview

Language learning enables pupils to express ideas and thoughts in another language and to understand and respond to its speakers. It provides practical knowledge for global citizenship and helps pupils explore the relationship between language, identity, culture and belonging.

At Woodmansey, pupils encounter language learning from the Foundation Stage onwards, with statutory Key Stage 2 provision focused on developing competence in a target language. Pupils learn French, supported by specialist teaching, class teacher follow-up and the iLanguages programme.

The curriculum is built around the three connected pillars of language learning: phonics, vocabulary and grammar. These are developed through the four communicative modes of listening, speaking, reading and writing. Pupils also learn cultural knowledge so that language is not reduced to words alone, but understood as part of real communities, places and ways of life.

Our aim is that pupils leave Woodmansey curious about language, confident to communicate at an appropriate level, willing to take risks with pronunciation and sentence building and ready for the next stage of language learning in Key Stage 3.

3. Intent

The Primary Languages curriculum is designed to develop pupils who are curious, confident and increasingly accurate language learners. We want pupils to enjoy language learning and to understand that learning another language is both useful and enriching.

Our intent is that pupils will:

- develop a positive attitude towards learning languages and communicating with speakers of other languages

- learn the sound-spelling system of the target language so that pronunciation, listening and reading develop securely
- build a carefully selected vocabulary base that pupils can reuse, manipulate and apply in different contexts
- learn simple grammatical structures that enable them to create meaning rather than simply repeat isolated words
- develop confidence in listening, speaking, reading and writing at an age-appropriate level
- recognise similarities and differences between languages, including links with English and other languages pupils may know
- gain knowledge of cultures, traditions and everyday life linked to the language being studied
- understand that language learning is a foundation for future study, wider opportunity and global citizenship.

4. Implementation

i. Curriculum Structure and Entitlement

Primary Languages is taught through planned lessons, specialist input, class teacher reinforcement and meaningful use of the target language across school life. The existing Woodmansey model combines specialist teaching with follow-up lessons so that class teachers can reinforce learning between specialist sessions.

Language teaching begins in the Foundation Stage and Key Stage 1 through songs, games, greetings, classroom routines and cultural experiences. In Key Stage 2, pupils receive structured language teaching that builds progressively towards the National Curriculum aims for languages.

The curriculum is supported by iLanguages, selected sentence-builder style materials, songs, videos, sound files, slides, language booklets and classroom routines. These materials provide structure for non-specialists while allowing teachers to adapt learning to meet pupils' needs.

ii. The Pillars of Language Learning

Pillar	What this means at Woodmansey
Phonics	Pupils are explicitly taught the sound-spelling correspondences of the target language. They listen carefully, rehearse pronunciation and learn how sounds are represented in written words.

Vocabulary	Pupils learn high-value words and phrases that can be revisited, combined and used across contexts. Vocabulary is taught for communication, not as disconnected lists.
Grammar	Pupils learn how words change and combine to make meaning. This includes sentence structure, gender where relevant, adjective agreement, verbs, questions and simple opinions.
Culture	Pupils learn that languages belong to people and communities. Cultural knowledge is developed through stories, songs, celebrations, food, signs, assemblies, international events and comparisons with pupils' own lives.

iii. Communicative Modes

Language learning develops through listening, speaking, reading and writing. These modes are connected rather than separate. Pupils hear language, say it, see it written down, read it, copy it, adapt it and eventually use it more independently.

- Listening: pupils listen for sounds, words, phrases and meaning, including through songs, stories, authentic voices and teacher modelling.
- Speaking: pupils rehearse pronunciation, join in with chants and songs, answer questions, use classroom routines and build towards simple conversations.
- Reading: pupils link sound and spelling, read familiar words and phrases, use visual and contextual clues and begin to understand short texts.
- Writing: pupils copy accurately, label, complete phrases, adapt sentence models and begin to write short descriptions or responses from memory where appropriate.

iv. Teaching Approach

Effective language lessons at Woodmansey are active, structured and low-threat. Pupils need frequent opportunities to hear, repeat, rehearse, retrieve and use language. Teachers should model pronunciation carefully, use accurate vocabulary and provide pupils with repeated success before expecting independent production.

Lessons typically include a blend of:

- retrieval of previously learned sounds, words or phrases
- explicit modelling of new phonics, vocabulary or grammar
- choral repetition, paired practice and short oral rehearsal
- reading and matching activities, language detective tasks, games, songs or stories
- guided sentence-building using scaffolds, sentence builders or language booklets
- short written tasks where pupils apply familiar language

- reflection on how the language works and how it connects to culture or English.

v. Out-of-Lesson Learning and Language Culture

Languages should be visible and audible beyond the discrete lesson. Short, regular revisiting helps pupils remember language and understand that it has a place in everyday life.

At Woodmansey, this may include:

- answering the register in the target language
- using greetings, classroom instructions and simple responses during the school day
- writing the date in the target language where appropriate
- classroom displays such as "Say a Sentence" or "Sing a Song" and "We are learning" prompts
- signage around school in the target language
- key phrases used in assemblies
- songs, stories, cultural celebrations and international learning opportunities
- carefully chosen apps or digital tools to support rehearsal, pronunciation and retrieval.

5. Substantive and Disciplinary Knowledge in Languages

A strong languages curriculum is more than a sequence of topics. It teaches pupils how the language works and how language learners communicate. At Woodmansey, the curriculum distinguishes between substantive knowledge and disciplinary knowledge.

Type of knowledge	What pupils learn
Substantive knowledge	The words, sounds, spellings, phrases, sentence structures, grammatical patterns and cultural knowledge that pupils need in order to understand and communicate.
Disciplinary knowledge	How language learners listen carefully, imitate, notice patterns, compare languages, apply phonics, select vocabulary, manipulate grammar, use memory strategies and communicate with increasing independence.

This distinction matters because pupils should not simply acquire isolated words. They should learn enough of the language system to be able to do something with

what they know: ask, answer, describe, give opinions, adapt a model and begin to create their own meaning.

6. Curriculum Progression

Progression in Primary Languages is deliberately cumulative. Pupils revisit core sounds, words and sentence structures over time so that knowledge becomes more secure and more flexible.

Area	Progression
Phonics	From listening to and copying sounds, to recognising sound-spelling links, to applying phonics when reading aloud and attempting unfamiliar words.
Vocabulary	From greetings, songs and familiar nouns to reusable high-frequency words, verbs, adjectives, questions and opinions.
Grammar	From simple word order and memorised phrases to adapting sentences, using agreements where relevant and manipulating simple verbs.
Listening	From recognising familiar words in songs and stories to understanding phrases, questions and short spoken passages.
Speaking	From choral repetition and rehearsed responses to paired exchanges, short presentations and increasingly accurate pronunciation.
Reading	From matching words to images to reading phrases, short sentences and simple texts with support.
Writing	From copying and labelling to sentence completion, adaptation and short independent writing using familiar language.
Culture	From simple awareness of another country or language to richer comparisons of celebrations, daily life, traditions and identity.

Unit plans and iLanguages materials identify the precise content to be taught. The long-term plan ensures pupils revisit language in different contexts rather than moving through unrelated topics.

7. Vocabulary, Grammar and Phonics

Phonics, vocabulary and grammar are taught explicitly and revisited frequently. This reflects the strongest available evidence about language curriculum design and prevents the curriculum from becoming a collection of topic words.

Phonics

Pupils are taught to notice the sounds of the target language and how these sounds are represented in writing. Teachers model pronunciation clearly and use sound files, songs and specialist resources to support accuracy. Pupils are encouraged to listen closely, repeat confidently and link spoken language to written forms.

Vocabulary

Vocabulary is selected because it is useful, reusable and allows pupils to communicate. Words are revisited across units so that pupils can retrieve them and combine them in new ways. Pupils are also taught strategies for remembering vocabulary, including sound links, word families, cognates, actions, songs, images and sentence context.

Grammar

Grammar is taught in small, meaningful steps. Pupils learn patterns that help them build sentences, ask and answer questions, give opinions and understand how the target language differs from English. Grammar should be practical and communicative, not taught as abstract rules detached from use.

8. Misconceptions in Primary Languages

Teachers should anticipate and address common misconceptions, including:

- thinking language learning is mainly memorising lists of nouns, colours and numbers
- assuming that pronunciation follows English sound-spelling patterns
- believing that translation word-by-word always works
- mixing up gender, agreement or word order where these differ from English
- forgetting that verbs and questions are needed for communication, not just nouns
- feeling that mistakes in pronunciation mean they are "bad at languages"
- assuming all people in a country share one culture, accent or way of life.

These misconceptions are addressed through careful modelling, comparison with English, frequent retrieval, sentence building and a classroom culture where pupils are encouraged to take risks and learn from mistakes.

9. Inclusion and Adaptive Teaching

All pupils are entitled to take part in language learning. For some pupils, languages can be a highly positive area of the curriculum because the starting point is shared

and oral rehearsal, rhythm, repetition, games, songs and visuals provide accessible routes into learning.

Teachers support pupils through:

- clear modelling and repetition
- visual prompts, images, gestures, songs and actions
- paired rehearsal and supportive grouping
- sentence builders, word banks and scaffolded speaking frames
- opportunities to respond orally, physically, visually or in writing
- reduced cognitive load by revisiting fewer items more securely where needed
- additional practice through apps, sound files or small-group support
- careful adaptation for pupils with speech, hearing, memory or processing difficulties.

Pupils who speak additional languages should be valued as linguists. Their experiences can support comparison, discussion and appreciation of multilingualism, while ensuring that no pupil is expected to act as a representative of a culture or language group.

10. Challenge and Talented Linguists

Pupils who show particular aptitude in languages are not simply those who remember the most vocabulary. Talented linguists may notice patterns, imitate pronunciation accurately, make links between languages, manipulate sentences, ask thoughtful questions or show confidence in communication.

Challenge may include:

- using a wider range of vocabulary within the same sentence structure
- adapting a model sentence independently
- asking and answering follow-up questions
- reading or writing a slightly longer text
- using more precise pronunciation or intonation
- explaining grammatical patterns or links between languages
- supporting peers through modelling, questioning or collaborative practice.

11. EYFS and Key Stage 1 Foundations

Although statutory language teaching begins at Key Stage 2, Woodmansey introduces languages earlier to develop curiosity, confidence and cultural awareness. In the Foundation Stage and Key Stage 1, language learning is playful, oral and experiential.

Children may experience:

- songs, rhymes, greetings and simple routines
- listening games and repeated phrases
- food tasting, flags, photographs, celebrations and cultural stories

- movement, dance, art and music linked to different cultures
- simple comparisons between life in this country and life in other countries.

These early experiences support the EYFS areas of Understanding the World and Expressive Arts and Design and prepare pupils for more structured language learning later.

12. Enrichment, International Learning and Cultural Capital

Languages are central to Woodmansey's outward-looking curriculum. Pupils should understand that languages belong to real people and communities and that learning another language is a way of showing respect, curiosity and openness.

Enrichment may include:

- International Festival and international partnership work
- songs, stories, recipes and celebrations from different cultures
- classroom and whole-school signage in the target language
- assemblies using key phrases and cultural references
- language-linked homework or family activities
- opportunities to compare languages and celebrate multilingualism within the school community
- links with secondary colleagues, local authority networks or specialist providers where appropriate.

13. Assessment and Impact

FLiC (Framing Learning in Classrooms) is used to record and track pupils' attainment and progress against the curriculum objectives. Teachers update FLiC at appropriate points using practical evidence and their professional judgement. This information helps to identify next steps, inform future teaching and monitor the progress of individual pupils and groups over time.

Teachers assess pupils' progress through:

- listening to pupils' pronunciation, responses and oral rehearsal
- observing participation in songs, games, paired work and short conversations
- reviewing language booklets, written tasks and self-assessment where used
- checking pupils' ability to retrieve previously learned vocabulary, phonics and structures
- using iLanguages and FLiC objectives where appropriate
- pupil voice, learning walks and subject leader monitoring.

By the end of primary school, pupils should:

- show curiosity and confidence when learning a language
- use accurate pronunciation for familiar sounds and words
- understand and use a useful bank of vocabulary and phrases
- recognise and apply simple grammatical patterns
- listen, speak, read and write at an age-appropriate level
- make links between language, culture and identity

- be well prepared for continued language learning in Key Stage 3.

14. Leadership, Monitoring and Review

The subject leader supports the development of Primary Languages by reviewing curriculum content, supporting staff, monitoring provision and ensuring that language learning remains aligned with statutory expectations and the school's curriculum priorities.

Monitoring may include:

- reviewing long-term planning, iLanguages coverage and unit progression
- supporting the specialist/class teacher model and ensuring continuity between lessons
- checking classroom displays, routines and out-of-lesson language use
- reviewing language booklets and pupil outcomes
- speaking with pupils about what they can understand, say, read and write
- identifying CPD needs, especially for non-specialist teachers
- liaising with local authority, network or secondary colleagues where appropriate
- reporting to senior leaders and governors through the subject evaluation process.

The policy is reviewed regularly to ensure that Primary Languages provision remains ambitious, inclusive and aligned with current curriculum expectations.

15. Subject-Specific Practice and Non-Negotiables

Language learning first

Lessons must build language knowledge. Cultural experiences enrich the subject but do not replace phonics, vocabulary and grammar.

Pronunciation

Teachers model carefully and use sound files, songs and specialist support where needed. Pupils should hear and practise accurate pronunciation.

Speaking

Pupils should have frequent opportunities for choral repetition, paired rehearsal, questions, answers and short exchanges.

Reading and writing

Pupils should see written language, link it to sound and increasingly read, copy, adapt and write familiar phrases.

Retrieval

Previously learned sounds, words and sentence patterns should be revisited regularly.

Sentence building
Pupils should learn to manipulate language, not simply repeat isolated words. Sentence builders and models may be used to support this.

Culture
Cultural knowledge should be accurate, respectful and avoid stereotypes. Pupils should understand diversity within countries and language communities.

Classroom routines
Registers, dates, greetings, display language and assembly phrases should reinforce current learning where possible.

Inclusion
Adaptations should enable pupils to communicate successfully through speech, gesture, visuals, writing, paired work or supported responses.

Transition
Pupils should leave with a positive language-learning identity and secure foundations for Key Stage 3.