



Leigh Academy Molehill

Language Policy

Primary Years Programme

Updated: July 25

To be revised: July 26

| | |
|---------------------------|------------------|
| Document title: | Languages Policy |
| Version number: | 1.1 |
| Policy Status | Final |
| Date of Issue | July 2024 |
| Date to be revised | July 2026 |

Revision Log (last 5 changes)

| Date | Version No | Brief detail of change |
|---------|------------|---------------------------------|
| July 25 | 1.1 | Updated multicampus information |
| | | |
| | | |
| | | |
| | | |

Sections

| | | |
|---|--|--|
| <u>1. Aims:</u> | <u>2.4 Written</u> | <u>4. Collaborative Planning</u> |
| <u>2. Teaching and Learning</u> | <u>2.5 Handwriting</u> | <u>5. Use of Computing</u> |

| | | |
|---|---|--|
| <u>2.1 Speaking and Listening</u> | <u>3.1 Introduction</u> | <u>6. Disability and Special Needs</u> |
| <u>2.2 Reading</u> | <u>3.2</u> | <u>7. Feedback and Assessment</u> |
| <u>2.3 Visual Language</u> | <u>3.3 Teaching and Learning Overview</u> | <u>8. EAL pupils & Home-School Links</u> |

As a multicampus network of academies following the IB PYP framework, we are united by a shared vision of fostering an inclusive, inquiry-based learning environment that nurtures students' language development. While our academies are united by this vision, we recognise that each campus has unique needs shaped by its local context. Therefore, while we maintain a consistent approach to language development rooted in the IB PYP, policies are tailored to the specific linguistic and cultural needs of each academy. This ensures that every student receives the support they need to thrive in a multilingual and diverse educational setting.

Language Philosophy

Literacy enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Because literacy is central to children's intellectual, emotional and social development, it has an essential role across the whole curriculum and helps pupils' learning to be coherent and progressive.

At Leigh Academy Molehill, we acknowledge that literacy and communication are key life skills: through the delivery of our curriculum we aim to equip children with a range of skills and knowledge to help them communicate effectively and creatively to become lifelong learners. We want children to enjoy and appreciate the cultural diversity of all languages.

Leigh Academy Molehill is a candidate World IB School and has developed a bespoke curriculum that teaches the National Curriculum alongside the IB Primary Years Programme. Our Programme of Inquiry (POI) aims to develop a focus on speaking, listening, reading, writing and visual texts in all areas of the curriculum. Our language of instruction is English. We teach Spanish as an additional language to ensure that children have a rich and deeper understanding of language. The learning and teaching of language is incorporated into the school's programmes of inquiry.

We are an inclusive school that aims to provide inclusion and fairness of access to the school curriculum for all learners. We set high expectations and recognise the importance of accurate and regular assessment in order to support children at every part of their learning journey. Assessment is ongoing and informs children of their progress as is outlined in the [Molehill Assessment Policy](#) and [Conferencing Appendix](#).

Language Profile of Pupils at Molehill

The cultural and linguistic background of the majority of our pupils is similar, being residents of the local area. The following points summarise the language profile of students currently studying at Molehill:

1. Majority of the students (83%) have English as their mother tongue/native language.
2. A considerable percentage of students (17%) have other languages as their mother tongue (4 Bengali, 5 Bulgarian, 1 Greek, 1 Hungarian, 1 Lativan, 1 Lithuanian, 2 Nepali, 8 Persian/Farsi, 2 Polish, 3 Portuguese, 8 Romanian, 3 Russian, 1 Spanish, 1 Urdu, 2 Yoruba, 1 Zulu)
3. English is the medium of instruction and is commonly acceptable to all.
4. From EYFS all students learn a second language of Spanish

At Molehill, 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 and collaboration of parents, students, teachers and the wider society will support us in developing a caring language community and confident language learners.

The development of our language policy has been meaningful and workable for Molehill and all stakeholders have been involved in reviewing the policy.

1. Aims:

- To provide children with the opportunity to read, write and speak with confidence, fluency and understanding.
- To give children an environment which is safe and secure and which provides encouragement for the development of all aspects of language.
- To ensure that there is equality of access and the opportunity for all children to develop their language skills.
- To seek to ensure that all children achieve their full potential in all aspects of language development during their time at Primary school in preparation for Secondary Education.
- To stimulate children's imagination and enthusiasm, and develop knowledge of the world by introducing literature reflecting a wide range of cultures and attitudes.
- To make reading an embedded aspect of school culture, upon which learning across the whole curriculum rests.
- To expose all children to an additional language and to utilise parent, community and staff expertise in the teaching of a foreign language.

2. Teaching and Learning

At Molehill, language is integral to the curriculum and Programme of Inquiry (POI). Oral, visual, and written language are integrated into all learning activities. High quality texts and shared reading are chosen to build an understanding of key concepts within a unit of inquiry (UOI) and develop skills, learner profile attributes and learner agency.

Curriculum coverage aligns with the National Curriculum (2014) and has been integrated with the IB Scope and Sequence to create an engaging, relevant, challenging and significant curriculum.

2.1 Speaking and Listening

Molehill's curriculum acknowledges the language profile of young learners when they join our school and we build on language development in a positive and productive way. Speaking and Listening is an integral part of all English language teaching and is developed through a variety of activities and experiences that are planned into inquiries:

- Phonics-based system of teaching and learning.
- Language developed for purpose and audience.
- Conventions for speaking and listening are explored.
- Learners develop an understanding of literal and figurative language.

Opportunities are provided for children to talk and listen in both formal and informal settings. These include:

- drama and role play to explore imagined situations
- participation in class assemblies, school productions, etc
- class and group discussion (including Circle Time)
- opportunities to follow instructions, increasing in complexity
- news - when children are encouraged to report their experiences to others
- interviewing carried out as part of an inquiry
- poetry and rhythm
- use of computing
- opportunities to take given messages

2.2 Reading

We believe that reading is the foundation for all learning, and so reading is an important focus throughout the curriculum and high quality texts are integrated into each inquiry. Class teachers ensure that children read regularly, through a combination of daily whole class reading lessons, timetabled individual reading sessions with adults, planned opportunities for reading aloud and daily opportunities for reading for pleasure. Please see [Reading Expectations at Molehill](#).

Opportunities are planned for:

- Reading to represent the real and imagined world. Visual clues and sounds are explored to represent meaning.
- Reading that is developed through inquiry for learning and meaning.
- Texts that convey meaning in different ways and for different purposes.
- Reading that extends cognitive development
- Reading that develops an understanding of authorial strategies

Reading is developed across the school through:

- Provision of an exciting and engaging reading environment.
- Use of high quality texts underpinning all Units of Inquiry (UOIs).

- Provision of a wide range of materials, with opportunities for children to select for both information and entertainment in classrooms.
- Phonic system incorporating stories and pictures and phonetically decodable books.
- Book banded books to systematically develop decoding and comprehension skills (comprehension skills are taught daily in all phases through Reading VIPERS).
- Regular 1:1 reading with an adult for every pupil.
- The use of book talk delivered through 'Reading Vipers' to structure the teaching and learning of reading skills through exposure to challenging and high quality texts, linked to Units of Inquiry (UOIs).
- Reading aloud to the class, from a range of fiction, non-fiction, poetry, linked to UOIs.
- Gathering and using information from a variety of sources including computer based texts/media, for example, myON.
- Time made available regularly to read for pleasure for whole class reading of a novel/text linked to the UOI and Transdisciplinary Themes
- Reading at home is encouraged through decodable home reader books and the online programme myON, with pupils being rewarded for their reading efforts regularly.
- Consistent use of the school library and class libraries to support learning in all areas of the curriculum for all Transdisciplinary Themes and to promote reading for pleasure as in the following [Reading for Pleasure Appendix](#)

2.3 Visual Language

The Molehill written curriculum provides a balanced curriculum that acknowledges the importance of viewing and presenting.

Opportunities are planned for:

- Interpreting, constructing and using visual representations and multimedia for different purposes and audiences as outlined in our [Digital Learning Strategy](#).
- Understand images and language interact to convey meaning, values and beliefs
- Exposing children to a variety of visual texts which are used to develop learning and understanding
- Development of children's IT skills across the school to inform and communicate and opportunities are planned to ensure children understand the importance of visual images in a critical way.
- Learning activities that allow children to express themselves using different visual texts.

Visual language is developed through the:

- Use of books and symbols to develop understanding.
- Creation of visual texts for different purposes: posters, illustrations; newsletters, points of view.
- Use of visual texts are used to explore fantasy and the real world and increase understanding.
- Use of virtual texts to illustrate children's written work or give presentations to organise and represent information.
- Development of an open-minded approach to the use of visual texts.
- Exploration of how visual texts influence the reader and develop a critical understanding of visual representations.
- Use of visual information to convey stories and facts.
- Development of IT skills to incorporate a full range of visual text resources suited to children's learning styles.
- Development of an understanding of the connection between visual image and society.
- Critical evaluation of visual texts and reliability.
- Use of visual text to support a viewpoint.

2.4 Written

Molehill Curriculum encourages children to express themselves through writing to communicate their thoughts, ideas and information. Children are encouraged to develop their own 'voice' to express their individuality. From EYFS - KS2 children develop structures, strategies and techniques which include spelling, grammar and punctuation (SPAG) and are given opportunities to write regularly to develop their skills.

Writing is developed through:

- Early writing principles in which children write for themselves, using their own symbols in the initial stages, extended as phonic knowledge, spelling skills etc.
- Specific teaching of punctuation, grammar and spelling during regular discrete English/Spanish skills lessons, with opportunities to apply these.
- Provision of a wide range of contexts and purposes for writing.
- Opportunities for drafting, redrafting and editing so that ideas and information are expressed coherently.
- Feedback from teachers in the form of conferencing to support the writing (including editing and redrafting) process. See [Conferencing Appendix](#).
- Opportunities for collaborative writing.
- Real life writing opportunities – providing children with a purpose for their writing.

- Provocation events at the beginning of a UOI to capture the imagination of our students to help generate excellent writing.
- Opportunities for the use of library reference books and materials, including computing at school and at home.

2.5 Handwriting

Handwriting and presentational skills are considered very important across the school. Handwriting is practised regularly in both key stages using, or preparing for use of, a cursive style. In Reception and Year 1, children print letters. Our expectation is that children will eventually use a joined, cursive handwriting style. However, certain factors may influence the speed at which children begin to use this style of handwriting. To aid handwriting, children are expected to engage in daily fine and gross motor activities from Nursery through to at least Year 2.

Handwriting is taught using a Molehill Primary Academy handwriting scheme: Penpals. Children write in pencil throughout the school, with handwriting pens being introduced once children have been assessed as being ready to use them.

3. Additional Language

3.1 Introduction

As the UK is becoming an increasingly multicultural society, it is important 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 Molehill, we believe that the earlier a child is exposed to a foreign language, the faster the language 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.

Learning a foreign language is part of the primary National Curriculum and is a requirement for all children within Key Stage 2 (KS2). Molehill has adopted a whole school approach to the teaching of Spanish to all pupils. See Appendix [EAL Policy](#).

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 Spanish:

- Vocabulary
- Grammar
- Phonics

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 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. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

Furthermore, we celebrate children's cultural backgrounds. Children are encouraged to use their mother tongue and share their own experiences of different languages. We achieve this by creating opportunities through inquiry to explore different cultures with the view of taking action in local and global communities.

3.3 Teaching and Learning Overview

Our whole-school approach to language teaching and learning has been developed by integrating the National Curriculum with the Scope and Sequence of the PYP and our POI is in line with their recommendations.

Molehill curriculum for languages aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of authentic writing in the language studied.

By the end of key stage 2, pupils should be able to:

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

- Present ideas and information orally to a range of audiences.

British Sign Language is also taught at Molehill by trained staff and where we are passionate about every child having the opportunity to learn new languages and communicate in a range of ways, verbal and non-verbal including EAL children, for whom English is not their mother tongue.

4. Collaborative Planning

Collaborative planning sessions are timetabled and staff are able to share good practice and receive guidance from the English Subject Lead. Collaborative planning across the school takes place with all staff including LSA staff to ensure that learning is engaging, relevant, challenging and significant and to ensure that there are frequent and regular opportunities for children and staff to reflect on learning.

5. Use of Computing

The use of Computing is built into the delivery of the Molehill curriculum and POI and visual language to develop viewing and presenting. See [Digital Learning Strategy](#).

6. Disability and Special Needs

Pupils with difficulties in basic skills are given extra support, either daily or on a regular basis by teachers or teaching assistants. The SEND Co-ordinator will liaise with the English Leader and class teachers to ensure that the individual needs of pupils with special needs are met and that appropriate targets are set and regularly reviewed. Outside agencies may be consulted where appropriate.

Children with exceptional difficulties or high levels of attainment may be withdrawn to work in a small group with a teacher, a member of the support staff, parents etc.

There are a range of interventions in place for children who need extra support. Details of the interventions for each year group can be found on the class provision maps. Children not meeting expected levels are assessed according to P Levels.

At Molehill, we are privileged to have a speech and language unit, including a hearing impairment department. Here, verbal and non-verbal communication is used in the form of English and British Sign Language.

7. Feedback and Assessment

Teachers feedback to pupils about their work and learning through pupil/teacher discussions called conferencing. [Molehill Assessment Policy](#) and [Conferencing Appendix](#).

8. EAL pupils & Home-School Links

Staff are aware of those who have language needs and pupils for whom English is an additional language (EAL pupils). Molehill encourages families to continue mother tongue development at home and these pupils are encouraged to share books in their mother tongue to celebrate their language.

Parents are asked to read with students on a regular basis, check for understanding and comprehension, and encourage oral communication. A new home reading strategy is in place in KS1 and will be extended to Key Stage 2 in the 2021/2022 academic year. Homework assignments are posted on the Google Classroom so that parents can share in their children's learning.