

Foreign Languages Policy



Policy updated by Miss Gray (Foreign Languages leader): October 2025

Policy approved by Governors: November 2025

A handwritten signature in black ink, reading 'Fiona Taylor'.

Chair of Governors

A handwritten signature in black ink, reading 'M. Grogan'.

Headteacher

Policy shared with staff and shared on the school website: November 2025

'Never settle for less than your best'

FOREIGN LANGUAGES POLICY

Our school motto

Never settle for less than your best.

Our Vision

Following in the footsteps of Jesus, each member of our community will flourish as resilient, respectful and adaptable individuals prepared for life's journey. Along the way we will encourage and inspire each other to continue growing as beacons of light in our own lives and the wider world.

Our Mission Statement

St. George's Central seeks to provide quality education rooted in the Christian faith, serving the spiritual, moral, and educational needs of the community of which it is part.

Introduction

This document is a statement of aims, principles and strategies for the teaching of foreign languages at St. George's Central CE Primary School and Nursery. It is the decision of the staff and governors to teach Foreign Languages alongside the attainment targets outlined in the 2013 National Curriculum document. These attainment targets will be met through weekly language lessons taught by the Foreign Languages leader, supported by a variety of online materials. Short sessions outside of the weekly lesson will also take place wherever possible.

What is Foreign Languages teaching?

At St George's Central CE Primary School and Nursery, we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop their ability to communicate, including key skills of speaking, listening, reading and writing, and extends their knowledge of how language works. It draws upon the phonological and grammatical links between English and the target language. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. Learning another language gives children a new perspective, encouraging them to celebrate the cultural diversity of the world. The natural links between languages and other areas of the curriculum can enrich the overall teaching and learning experience. All Key Stage 2 pupils are entitled to foreign language learning in school time. We recognise the value of this initiative and will provide age-appropriate Primary Languages learning opportunities for all children in Years 3 – 6. The focus language taught in our school is Spanish.

Aims

The aims and objectives of learning a foreign language in our school are to:

- Foster an interest in learning other languages.
- Introduce the children to another language in a way that is enjoyable and fun.
- Develop an appreciation of the diversity of cultures and languages.
- Add an international dimension to pupils' learning.
- Help children develop their awareness of cultural differences in other countries.
- Develop children's cultural capital.
- Recognise the grammatical and phonological constructs of another language and compare to those found in the English language.
- Explore the breadth of a language through a range of media and literature including songs, poems, stories and short texts.
- Explore the cross-curricular links between languages and other subjects.
- Develop speaking and listening skills.
- Understand and communicate in a new language.
- Lay the foundations for future study.

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Curriculum content and skills

At St George's Central, languages are taught in Key Stage 2 in a dedicated weekly slot, although we also endeavour to integrate language learning into everyday school life, with teachers, teaching assistants and children using and experimenting with their knowledge of different languages whenever the opportunity arises. Teaching follows the bespoke long-term plan, designed to give children opportunities to practice speaking, listening, reading and writing in equal measure. We foster a problem-solving approach, giving children opportunities to work out language use for themselves in a supportive context where risk-taking and creativity are encouraged, and there is an emphasis on having fun with the new language. ICT is used regularly to enhance teaching and learning. There are three main contexts in which language teaching and learning take place:

- Languages lessons - Although Primary Languages cuts across the curriculum, children are taught specific skills, concepts and vocabulary in a weekly dedicated lesson. During this time, the priority will be to ensure that all children are actively participating in the lesson by speaking and listening to the language and responding to tasks involving reading and writing.
- Languages embedded into other lessons - Where appropriate, teachers may give children opportunities to practice their foreign language in the context of lessons in other subject areas. For instance, some instructions may be given in another language; or children may count in another language while carrying out a maths activity. This acts to reinforce the vocabulary and structures they have learned.
- 'Incidental' language - Languages are part of the day-to-day life of the school. For example, greeting each other in the foreign language or teachers using the foreign language to give simple classroom instructions ('come in quietly'; 'listen'; 'look'), to ask questions ('who wants school dinner?'; 'what's today's date?') and to take the register. Children are encouraged to respond using the language they have learned, and sometimes teachers and pupils develop new language skills together, teachers acting as role models in the learning process. Although Spanish is our chosen focus language, opportunities for the learning of other languages may present themselves, particularly where children with EAL are concerned. In these cases, efforts may be made to learn basic words and phrases from the child's native language. This will encourage inclusion, as well as giving other children the opportunity to learn words or phrases from a different language, and will celebrate the fact that each language is unique and special whilst allowing children the chance to look for links, patterns or relationships between languages.

This integrated approach is a strong model for teaching and learning, giving children opportunities to use and develop their language for communicating in stress-free real-life contexts.

Skills and processes in foreign languages

Speaking and listening

The children will learn to:

- Listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English.
- Listen with increasing accuracy in order to translate and comprehend the meaning of words and phrases.
- Understand and respond with increasing competence, accuracy and confidence in a range of situations.
- Join in songs, rhymes, raps and stories which enable them to practice the sounds of the language in an enjoyable and non-threatening way.
- Take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings.
- Work with partners and small groups to explore language and develop fluency in its use.
- Memorise and recite short texts, and prepare and give a talk on a familiar subject confidently and with regard to the audience.

Reading and writing

The children will learn to:

- Remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities.
- Recognise and apply grammatical constructs such as masculine/feminine nouns and noun/adjective agreement.
- Make comparisons between the language taught and English with regards to spellings and visual layout.
- Recognise cognates, where words or phrases in the target language are similar or the same as those in English.

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- Read stories and rhymes for enjoyment and to gain awareness of the structure of the written language.
- Read, copy and write independently familiar words and simple phrases in context eg classroom items, display labels, weather chart, date.
- Undertake short translation activities involving deciphering a section of text and then preparing a response to this.
- Write sentences and texts of increasing length independently and from memory.

Intercultural understanding

Children will learn to:

- Develop an interest in the lives of people in the countries where the language is spoken.
- Identify similarities and differences in everyday life, social conventions, traditional stories and celebrations.
- Appreciate the wide range of diversity within and across different countries.
- Recognise and mistrust stereotypes and understand and respect cultural diversity.

European Day of Languages

European Day of Languages takes place on 21st September each year. We recognise and celebrate this day in school by completing quizzes and themed learning activities, which each class or key phase focussing on a different European country. This encourages pupils to learn beyond the target language and to become immersed in learning about their place within Europe and the world.

Computing

Pupils are given the opportunity to apply and develop their ICT capacity through research, relevant language programmes and through engagement with a variety of online resources.

Cross curricular links

- Spanish links closely with English, with children able to compare and explore spellings, punctuation, phonological and grammatical principles.
- Spanish links closely with Geography, with children learning about the country, climate, cities and traditions of Spain and other Spanish-speaking countries.
- Spanish can be linked to music, with children learning simple songs and rhymes as well as listening to traditional music.
- The learning of languages will help to develop children's intercultural understanding, tolerance and acceptance, forming close links with PSHE and citizenship.

Resources

- Long and medium term plans kept on the school server.
- Spanish dictionaries.
- Games, posters and bi-lingual reading books are kept in the storage cupboard outside the Y3 classroom.
- A variety of online resources are available and commonly used including BBC Bitesize and Lightbulb Languages.

Assessment, recording and reporting

- Children's learning is assessed during lessons by the Foreign Languages leader. Evidence of this can be collected through photographs and sound/video recordings of children conversing in Spanish.
- Photographs or sound/video recordings of children participating in Spanish activities may be uploaded to the #SGCSpanish page on 'X' (with parental consent).
- Spanish exercise books contain written evidence of children's work in Spanish.
- The Foreign Languages leader will keep a colour-coded record of children's attainment and progression, which will be updated each half-term. This will cover the age-appropriate objectives outlined in the National Curriculum.
- Appropriate progression and standards are also monitored during a block subject monitoring time by the Foreign Languages leader through pupil interviews and monitoring of written evidence.
- End of year reports keep parents/carers informed of their child's progress in languages.

Please see the '*How we assess children's learning in Foreign Languages*' document, within the Foreign Languages section of our school website for more information.

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The role of the Foreign Languages leader

- To write a Foreign Languages policy in consultation with other members of staff and governors.
- To write an annual action plan showing key areas of development for Foreign Languages.
- To advise teachers on the Foreign Languages curriculum.
- To ensure the adequate and appropriate provision of resources, and that teachers are aware of how to use the resources available.
- To arrange the purchase of Foreign Languages resources within an agreed budget.
- To keep up-to-date with recent educational thinking about the teaching of Foreign Languages and to attend courses and relevant training.
- To advise the Headteacher of strengths and areas for development in the Foreign Languages curriculum and resources within the school.
- To monitor the Foreign Languages curriculum within school and to have a clear understanding of standards compared with national expectations.
- To address any issues relating to pupil progress in consultation with the Headteacher and member of staff.

The role of the Governing Body

To ensure that:

- There is a current policy statement and curriculum for the teaching of Foreign Languages that is in line with the National Curriculum.
- Foreign Languages is included in the curriculum.
- Sufficient time and resources are devoted to Foreign Languages to enable the school to meet its legal obligations and to deliver a quality Foreign Languages curriculum.

The role of the Headteacher

To ensure that:

- Foreign Languages are provided in accordance with the National Curriculum for all registered pupils at the school.
- Appropriate staffing and resources are made available to meet the aims and objectives of Foreign Languages within the school.

Conclusion

At St. George's Central CE Primary School and Nursery we believe that it is our professional duty to share this policy with all new members of staff, parents and carers on request. The policy will be reviewed in the light of experiences, new developments or requirements. The leader will discuss any aspect of this policy on request.

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