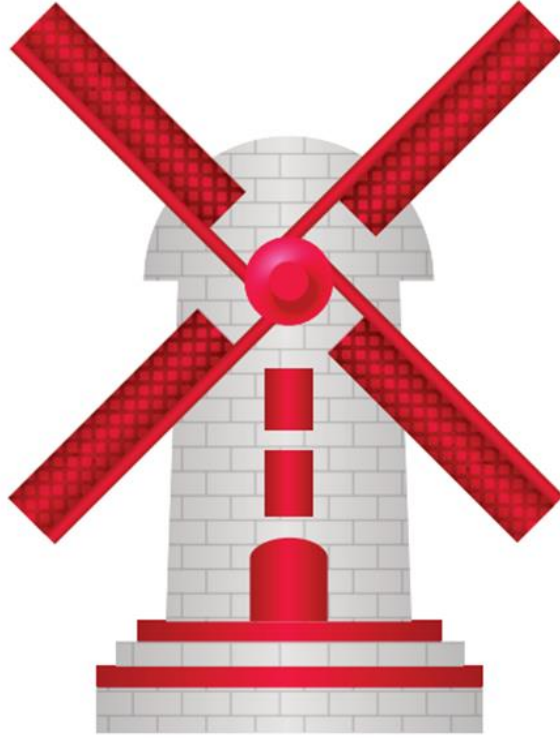


# High Mill Primary School



## Languages 1+2 Position Statement

**March 2024**  
Review: March 2027

At Trinity Primary School, we embrace all cultures and languages within our school. We firmly believe that:

**“Today’s children are growing up in a multilingual world and the ability to communicate effectively in social, academic and commercial settings is crucial if they are to play their full part as global citizens.”** (Education Scotland)

### **RATIONALE**

As Scotland is becoming an increasingly multicultural society and has strong links with other nations through business and economics, we have a duty to provide our children with an understanding of other cultures and languages and link this to further developing the young work force.

The Scottish Government’s policy, Language Learning in Scotland: A 1+2 Approach, is aimed at ensuring that every child has the opportunity to learn a modern language (known as L2) from P.1 until the end of the broad general education (S.3). Additionally, each child is entitled to learn a second modern language (known as L3) from P.5 onwards.

At High Mill Primary we have designed our curriculum to reflect this, taking consideration of the Languages 1+2 approach.

### **AIMS & OBJECTIVES**

Our aim is to enable today’s children to take their place as global citizens in the multi-lingual world and to help them build the skills and confidence needed to communicate effectively in global social, academic and commercial settings.

At High Mill Primary, our approach to Languages 1+2 seeks to support children in becoming; the key elements of our 1+2 Language programme are;

successful learners, who can reflect on how they have acquired and learned their first language

and how this can assist them in further language learning

confident individuals, who, through experiencing success and support, can interact with others in

real-life situations, talk about topics of personal interest and deliver presentations in their new

language

effective contributors, who can work in individual, paired and group situations, and establish and

maintain contact with other speakers of the target language

responsible citizens, who have a growing awareness of life in another society and of the issues

facing citizens in the countries where their new language is spoken.

At High Mill Primary, the key elements of our 1+2 Language programme are;

- Our language learning is inclusive and enjoyable for all.
- The main language we learn is Spanish.

- Spanish is taught as a progressive programme from P.1-P.7.
- Across P.6 and P.7, where children are working within Second Level, there is a More in-depth work is tailored to meet the needs of P6 & P7, particularly in their writing ability.
- Children are exposed to other languages and cultures throughout P.1-P.7.
- The curriculum also encompasses learning about Spanish life and culture.
- BSL is introduced across P5-7, orally.

Effective provision of well-planned language lessons will facilitate children's entitlement to a broad general education through which individuals continue to develop skills for learning, skills for life and skills for work.

### **Vision:**

At High Mill Primary School, our main objective in the teaching of modern foreign languages is to promote the early development of linguistic competence. We believe that to accomplish this, we should help the children to do all the following:

- Familiarise themselves with the sounds and written form of a modern foreign Language.
- Develop new language-learning skills.
- Begin to understand a new language and communicate in it.
- Make comparisons between languages.
- Learn about different countries and their people, and work with materials from different countries and communities, thus increasing their awareness of other cultures.
- Develop a positive attitude towards the learning of foreign languages in general.
- Use their knowledge of the foreign language with growing confidence, both to understand what they hear and read, and to express themselves in speech and writing.
- Acquire, through all the above, a sound basis for further study at High School and beyond.

### **Principles of teaching:**

We recognise that language learning in its broadest sense has three core strands:

- Learning to communicate (with the emphasis on listening, speaking, and interacting).
- Learning about language (reading and writing in the foreign language and learning about the writing system, spelling, and structure of the language).
- Learning about and comparing different cultures (inter-cultural understanding).

We will encourage pupils to apply knowledge already learnt about their own language to their learning of new languages. We aim to equip pupils with strategies for language learning that they can use in the future when studying other foreign languages.

We base our teaching on the CfE programme of study, SLC Languages 1+2 framework and planning documentation, and the 1+2 Language approach for teaching Spanish. We have adapted this to the context of our school and the abilities of our children.

We use a variety of techniques to encourage children to engage actively in learning Spanish, and additional languages. These include games, role-play, songs, and rhymes (particularly action songs). We may use videos, sound recordings and songs to demonstrate the language and for the pupils to hear more than one voice speaking language. We frequently use mime to accompany new vocabulary in the foreign language, as this teaches the language without the need for translation.

We teach skills in all four strands of language-listening, speaking, reading and writing. We also use a multi-sensory and kinaesthetic approach to teaching to reinforce memory. We make lessons entertaining and enjoyable in order to develop a positive attitude to the learning of modern languages. We build children's confidence through constant praise for any contribution that they make in foreign language, however tentative.

**We allow for differentiation by:**

- Using peer support.
- Setting common tasks of which are open-ended and can have a variety of responses.
- Providing resources of different complexities, matched to the ability of the child.

**Pupils will be afforded opportunities to:**

- Ask and answer questions.
- Use correct pronunciation and intonation.
- Memorise words.
- Interpret meaning.
- Understand basic grammar.
- Use dictionaries.
- Work in pairs and groups to communicate in the other language.
- Look at life in another culture.

**Parents are encouraged to:**

- Ask children about their learning.
- Practice simple phrases at home.
- Share their understanding of other languages and cultures.
- Use what they know about other languages with confidence when they can.

**Planning and Progression.**

Specific planning for Languages 1+2 using the school's progression planners is undertaken in the form of termly evaluations of the vocabulary list and updating progression planners. Throughout the delivery of language learning, we will ensure appropriate differentiation, support, and challenge where necessary.

Children are monitored to ensure they are supported with appropriate levels of progression. Progression is supported using benchmark progression planners. These planners give an accurate overview of a child's progression and level within languages.

**Assessment**

We assess the children to ensure that they make good progress in this subject. We do this informally during the lessons, to evaluate what the children have learned. Children are assessed at the end of each unit of work by teachers against CfE Benchmarks.