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POLICY STATEMENT

MODERN LANGUAGES

APPROVED BY GOVERNORS	September 2026
TO BE REVIEWED BY	September 2029

FAIRLANDS PRIMARY SCHOOL

MODERN LANGUAGES POLICY

At Fairlands, we believe that learning a foreign language is a powerful way for children to broaden their horizons, deepen their cultural understanding, and develop essential communication skills. Our curriculum is delivered through the Primary Languages Network (PLN) scheme, which provides a structured and progressive approach to language learning from Key Stage 2 onwards.

Our teaching focuses on building:

- Phonological knowledge – helping pupils hear, recognise, and reproduce sounds accurately.
- Vocabulary and grammar – taught explicitly and revisited regularly to support retention and confident use.
- Language comprehension and production – enabling pupils to understand and express themselves in spoken and written forms.

We aim to foster:

- Curiosity and enjoyment in learning another language.
- Confidence in speaking aloud, especially at a young age when children are less self-conscious and more receptive to new sounds.
- Cultural awareness, helping pupils appreciate the diversity of languages and traditions in the modern world.

Our curriculum supports the development of literacy skills in English, as pupils make connections between languages and deepen their understanding of grammar, syntax, and vocabulary. It also prepares pupils to participate in a rapidly changing global society, where multilingualism is increasingly valued in education, employment, and everyday life.

We encourage independent learning and initiative, helping children become resilient and reflective language learners. Through engaging lessons, songs, stories, and interactive activities, pupils build the foundations for future language study and global citizenship.

Inclusion

All children, regardless of background or any additional needs, have the right to a good quality education. Through differentiation and additional support, all children can enjoy learning a language, develop communication skills, discover more about the world and its diversity, and celebrate and appreciate cultural and linguistic differences. These skills can then be linked to and developed in other curriculum areas.

ORACY

Fairlands Primary School is committed to developing pupils' confidence and competence in spoken language by providing rich opportunities for purposeful talk across the curriculum. We teach children to speak clearly, listen actively, express ideas thoughtfully, and engage respectfully with others, recognising oracy as a vital foundation for learning, wellbeing, and future success. Through a language-rich environment, consistent modelling by staff, inclusive support for all learners, and structured opportunities for discussion, debate, and presentation, we ensure every child becomes an articulate communicator who can use talk to think, learn, and participate fully in school life.

Intent and Vision

At Fairlands Primary School, we believe that the learning of a language provides a valuable educational, social, and cultural experience for our pupils, including those with special educational needs and/or disabilities. It helps them to develop communication skills, including the core skills of listening, speaking, reading, and writing. The children's knowledge of how language works, phonology and elements of grammar will be developed and extended. Lessons will enable pupils to make substantial progress in one language. The transferable language learning skills gained will assist and lay foundations for further language learning. It will provide pupils with the confidence and independence to explore and be able to attempt manipulation of the structure of language. Learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others.

Management and Training

The subject is managed by the Modern Languages (ML) curriculum leader. To ensure the language skills of staff are developed and sustained the school are members of the Primary Languages Network. The PLN scheme of work is a thorough and ambitious scheme which ensures progression in language learning across the four core skills, the three pillars of progression (vocabulary, phonics, and grammar) and the DfE 12 Attainment Targets. The co-ordinator will advise, work with and guide staff when required.

Implementation - Curriculum

Our school follows the Primary Languages Network scheme of work (Click2Teach/Video2Teach). It is a live scheme which is continually updated and revised to meet with current curriculum standards. Alongside the planning provided, the scheme is supported by accompanying videos, PowerPoints, audio files (spoken by native speakers), links to authentic literature, songs, games, cultural points of reference, seasonal events, and cross-curricular links.

The children in Key Stage 2 build up their knowledge and skills by working through the language learning stages from Stage 1 in Year 3 to Stage 4 in Year 6. The scheme of work is progressive, with the foundations being laid in Stages 1 and 2, ready for further development and challenge in Stages 3 and 4.

Implementation - Teaching and Learning

To promote an active learning of languages a range of teaching methods are implemented to ensure that the children are developing their linguistic skills through listening, speaking, reading, and writing to be secondary ready. Activities can consist of actions, rhymes, stories, song, drama, grammar focus, video clips, air writing, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills. Written work is kept in workbooks, although formal writing is not the outcome of every lesson. The skill of writing is developed through use of whiteboards and air writing leading to writing in books.

Impact

Our curriculum is planned to demonstrate progression both in core skills and language learning skills. Assessment for learning takes place during lessons to evaluate and provide immediate feedback to improve further. Errors are corrected by being 're-framed' and growth mindset is encouragement for all to 'have a go' and learn from any mistakes. Pupils self-assess each learning objective using PLN's self-assessment cloud documents. There are inbuilt opportunities to carry out summative assessment (Puzzle It Out) three times during the year in listening, speaking, reading, and writing to track progress. The aim is for a core body of language (words and phrases) to be 'left in the sieve' (as quoted by Dr Michael Wardle, HMI Lead for Languages) by the end of each stage.

Using 'Puzzle It Out' assessments and the tracking of results using a spreadsheet, progress can be monitored and show the impact of language learning. The outcomes of these assessments allow staff to identify any of the core skills which still need developing and any areas of content which need further reinforcement.

Monitoring and CPD

The ML curriculum leader discusses language learning with teacher and monitors planning and spoken and written evidence of progress in learning through book scrutiny, pupil voice opportunities, and discussion with staff. The lead teacher can access training via the PLN VLE, consultation time, email discussion and through the PLN CPD Journey.

The ML curriculum leader is engaged with the PLN CPD journey and has attended the Effective Coordination session, regularly attends the Leadership Twilight and is a member of the PLN Forum WhatsApp group.

The ML curriculum leader is invited to attend the annual PLN conference, and can access the PLN Twitter account, the PLN website: www.primarylanguages.network, and the PLN VLE blog to obtain current and up to date information. All staff have access to the PLN VLE and all its materials. The PLN VLE school user files can be used to share information between staff and the visiting teacher.