



'BE THE BEST YOU CAN BE!'

Modern Foreign Language Policy

Lead person responsible:

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Philosophy

This policy is a statement of our intentions and practices regarding the teaching of MFL (Spanish) at our school. This policy aims to specify those characteristics, which as a school we agree are necessary for the teaching of MFL.

The teaching of MFL will be in line with the whole school teaching and learning policy. It will also be wholly compatible with the school aims and mission.

The significance of Modern Foreign Languages

"We interpret the term Modern Foreign Language' to include the use of any living language to communicate ideas and receive information."

MFL prepares pupils to participate in a rapidly changing world in which work and other activities are often carried out in languages other than English. The rise of international commerce means that pupils need to be equipped with the skills needed by the international workplace. Pupils use languages to communicate information responsibly, creatively and with discrimination. They learn how to employ languages to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. Increased capability in the use of MFL promotes initiative, confidence and independent learning and encourages diversity within society.

Subject Aims

- To increase children's linguistic competence through regular timetabled MFL session;
- To promote positive attitudes towards language learning through a range of learning activities;
- To introduce young children to another language in a way that is enjoyable and fun;
- To make children aware that language has a specific structure, and that this structure differs from one language to another;
- To help children develop their awareness of cultural differences in other countries and to exploit cultural links and experiences when opportunities arise;
- To develop their speaking and listening skills;
- To lay the foundations for future study.

Organisation

Spanish is taught regularly to ensure progression and skills development. KS2 children are taught specific skills, concepts and vocabulary in a weekly dedicated Spanish lesson with the MFL teacher, who is a native speaker.

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|------|---------|-----------------------------|
| Yr 3 | Spanish | 60 minutes every other week |
| Yr 4 | Spanish | 30 minutes per week |
| Yr 5 | Spanish | 30 minutes per week |
| Yr 6 | Spanish | 30 minutes per week |

The Curriculum

The curriculum that we follow is based on the guidance given by the MFL Programme of Study for KS2 and the KS2 Framework for Languages. We teach the children to know and understand how 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 short 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.
- read carefully and show understanding of words, phrases and simple writing.
- appreciate stories, songs, poems and rhymes in the taught language.
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- write phrases from memory, and use these to create new sentences.
- describe people, places, objects and actions orally and in writing.
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English
- work in pairs and groups, and communicate in the taught language
- look at life in another culture.

MFL teacher bases the teaching on the guidance materials of various sources (Clan 7 Hola Amigos (Edinumen) and Lola y Leo (Difusion) among others) which are fully compatible with the MFL Framework for KS2. The MFL teacher has adapted this to the context of our school and the abilities of our children. The MFL teacher has added MFL to Y3, Y4, Y5 and Y6 curriculum overviews trying to link most of the topics with other areas of the curriculum. Also, the MFL teacher has created a progression grid to make sure that progress happens throughout KS2.

MFL provides opportunities for cross curricular links with following subjects:

- Maths
- European Awareness
- Personal and Social Education
- Science
- Art

- Geography
- PE

Equal Opportunities

We believe every child is entitled to a full, varied and balanced education, regardless of class, gender, race or disability. We guarantee to provide these experiences for all pupils including pupils with specific educational needs. To ensure this, teachers will:

- Refer to the various cultural backgrounds of the children when making cross curricular links.
- Continually research and update multicultural aspects ensuring good representation in the school.
- Give opportunities for different groupings, e.g. pairs, small groups, individual friendship and mixed gender.
- Ensure that all children's opinions, evaluations and judgements are valued and seen to be equally valid.
- Work is differentiated for children with SEND as appropriate.
- Opportunities to link Spanish with other areas of the curriculum are also used.

Monitoring

The whole school will carry out book observations throughout the school year. The subject leader will make book observations throughout the year to ensure continuity and progression and to inform the action plan for the next academic year. The Spanish teacher produces reports to parents once a year and there are opportunities for parents to discuss Spanish work during parent's evenings or after school if an appointment is made.

Resources

Resources for MFL are kept in the MFL Cupboard (staff room) and in the school's library. They include reading books, dictionaries, posters, worksheets, flashcards and card sets, and a collection of props to enrich the lessons and boost motivation (such as magical wand, inflatable microphones, clapperboard, puppets, dices etc.). There are also resources saved in the RM Staff Teachers Serra's folder.

Marking

Marking in MFL is in line with the school marking policy.

Assessment

MFL teacher assesses the children in order to ensure that they make good progress in Spanish. Although most of the assessment is done through observation, questioning and marking during the lessons, we have implemented an assessment tool that shows the progress that children make from year 3 to year 6.

Assessment is in four key areas: listening, speaking, reading and writing.

- The Spanish teacher will assess pupils as part of their daily teaching. Children's knowledge and understanding is informally assessed during class in group question and answer sessions and through observation during lessons as well as in the marking of written work.
- The Spanish teacher will annotate plans to make appropriate provision for children who are not meeting or who are exceeding expectations.
- The Spanish teacher will work along with the classroom teachers to identify specific needs and make provision for children who are not meeting or who are exceeding expectations.
- One piece of work is selected in Spring term for inclusion in pupils ROMA (Record of My Achievement).

Class Organisation and Teaching Style

A variety of techniques is being used to encourage the children to have an active engagement in the modern foreign language: these include games, role-play, mimics and songs (particularly action songs).

The listening and speaking skills are emphasised over the reading and writing skills. Multi-sensory (sight, hearing, movement and touch) and kinaesthetic (learning by doing) approach to teaching are also being used, i.e. we use actions when we learn new vocabulary, as we believe that this serves to reinforce memory and benefits learning. MFL teacher makes the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. The teacher builds up children's confidence through constant praise for any contribution they make in the foreign language, however tentative. A reward system has been established to promote children's participation in the lessons.

Monitoring and Review

Monitoring is carried out by the MFL coordinator, in the following ways:

- Informal discussion with Deputy Head and staff and through end of year questionnaires with pupils.
- Observation of MFL displays (classrooms and corridor).
- Collection of MFL planning.
- Looking at children's samples of work and assessment.
- Classroom observation and questioning.
- Annual action plan.