

# Spanish (MFL) Policy



Date of Amendment: May 2021  
Review Date: May 2024

## **Modern Foreign Languages (Spanish) Policy**

*"Realising the potential of every child within a caring, Christian community"*

### **Introduction**

The 2014 National Curriculum for Modern Foreign Languages aims to ensure that all children:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Are able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and that they are 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 writing in the language studied.

A high-quality languages education should foster children's curiosity and deepen their understanding of the world.

### **Curriculum Intent Statement**

At St Thomas of Canterbury Church of England School, we believe that learning a foreign language enables our pupils to develop their communication and literacy abilities as well as learn the skills that will lay the foundation for future language learning. We will encourage pupils to develop and extend their knowledge of how languages work and explore the similarities and differences between the target language (Spanish) and English.

We also aim to develop the pupil's interests in the culture of Spain and other Spanish speaking countries.

Learning a foreign language helps children to develop an understanding of their own culture and that of others. Learning that people have different tastes, opinions and views of the world teaches them principles of tolerance and respect of each other's values, which reinforces the Christian ethos and Character Values that are integral to our school.

Careful planning and awareness of our children's needs, interests and previous knowledge will ensure that every child will have equal access to learning a foreign language, regardless of ability, gender, cultural, intellectual or social differences.

It is our intention that, when our children leave St Thomas', they will be prepared to continue language learning at secondary school (KS3). They will have a natural curiosity and confidence to explore other countries, cultures and languages, accepting that in a multi-lingual society it is a valuable skill to communicate effectively with others in another language.

## **Implementation**

### Language Lessons

Children are taught specific skills concepts and vocabulary in a weekly dedicated lesson with the classteacher.

### Lower School:

Weekly lessons of 30 minutes, which includes learning vocabulary as well as developing conversational skills, reading short texts and writing short sentences. There is an emphasis on speaking and role play, learning songs and repetition of short texts to encourage confidence in the spoken language.

Our pupils are introduced to Spanish at the start of Year 3, with an introductory programme which includes everyday vocabulary and how this can be used throughout the school week. They then join in with the main Spanish curriculum from term 2.

### Upper School:

Weekly lessons of 30 minutes which involve recapping and learning new vocabulary, understanding more detailed grammar to enable extended writing as well as increased opportunities for role play and discussion.

Each lesson should be structured to have clear objectives, which are shared with the children (with three levels of challenge, consistent with school policy) and a plenary, which assesses teaching and learning, and informs future planning.

In addition to the main timetabled lessons, we encourage learning in other contexts:

### Language embedded into other lessons

Where appropriate, teachers use and give children opportunities to practise their foreign language in the context of lessons in other subject areas, for example some instructions may be given in Spanish, or children may use Spanish to count while carrying out a numeracy activity. This acts to reinforces the vocabulary and structures they have learned at which level they have achieved.

### Incidental language

Language used as part of the day-to-day life in school, for example answering the register, simple classroom instructions (listen, look, sit down, line up) to ask questions (today's date, the weather, how they are feeling). Children are encouraged to respond using the vocabulary they have learned and, sometimes, teachers and pupils develop new language skills together, with teachers and other adults in the classroom acting as role models in the learning process.

This integrated approach allows opportunities for children to develop and use their language for communicating in a stress-free but real-life context. This will build their confidence to speak with good intonation and pronunciation.

## Impact

Assessment criteria have been developed, in line with national curriculum aims to enable teachers to assess the progress of children in their language learning, ensuring the children are supported and challenged as appropriate. The children's Spanish book moves with them through the school so they can refer to previous learning and use vocabulary taught in previous years, thus ensuring it is embedded into their use of the language. They can also see, and be proud of, their own progress.

## Teaching and Learning

We recognise that language learning has three core strands: oracy, literacy and intercultural understanding. We also recognise that children should be encouraged to apply their knowledge and that we should equip them with strategies for language learning that they can use in the future. Opportunities to develop knowledge about language and language learning strategies underpin the three core strands. This follows the five strands recommended in the KS2 Framework for Languages (DCFS).

We teach four aspects (speaking, listening, reading and writing). We also encourage an early understanding of grammar including feminine and masculine nouns and the conjugation of high frequency verbs. We explain key features and patterns of the language and how to apply these to build sentences encouraging explanation of how these differ from, or are similar to, English.

We use a variety of approaches within lessons, including games, role play songs (particularly action songs) and a variety of stories and texts. Where appropriate, we use IT resources to encourage the children to listen to native speakers as this exposes the children to more than one voice within the classroom and develops pronunciation skills. We frequently use pictures to accompany new vocabulary as this engages all children, regardless of ability.

Using a wide variety of teaching techniques and making the lessons as active as possible encourages a positive attitude to learning by making the lessons entertaining and enjoyable. We build confidence through praise for any contribution that they make in the foreign language, however tentative.

## Assessment

Progress is evaluated with the references to the four national attainment targets of:

Responding;

Speaking and listening;

Reading;

Writing.

Assessment takes place informally throughout the year during the lessons, with verbal and written feedback where appropriate, and at the end of the year against assessment targets set out in **Appendix A**. Progress is also recorded at the end of the academic year on Target Tracker.

Pupil Perception Surveys are used to further develop the MFL curriculum though questions of pupils' view and attitudes to learning a language.

### Differentiation and Potential

Differentiation will be achieved through varying questioning and a variety of resources to support and extend. As competency develops the use of group work will be possible and within this there will be opportunities for further differentiation.

### Special Educational Needs including Gifted and Talented

We aim to make appropriate provision for pupils identified as having special educational needs. The most effective teaching in the classroom for children with special educational needs is the same as for all children, that is teaching which is relevant and will encourage, interest, and motivate them. An important element in the learning support which is provided is the encouragement given to children to increase confidence and self-esteem. It is important to be aware that within the learning of language, pupils who are identified as having Special Educational Needs in other areas of learning may in fact excel in this area.

There may be a number of pupils within the school with experience of learning Spanish previously or who may indeed be fluent in the language. For these pupils, suitable provision would be made using additional resources.

### Mastery in Foreign Languages

Effective mastery in Foreign Languages encourages understanding of another language and culture. Texts and resources provided in the target language (Spanish) are provided to encourage and stimulate interest in language learning, as well as to challenge pupils by giving them the opportunity to study genuine Spanish texts and songs.

Pupils achieving mastery are capable of demonstrating accurate reading and listening skills. Furthermore, they are encouraged to compare and contrast the vocabulary and grammar rules of English with those of Spanish and to identify similarities and differences in order to apply these rules accurately.

Vocabulary and sentence structures are provided to the pupils, to give them the opportunity to independently apply their knowledge to both structure their own sentences and to other topics.

Real life scenarios are included throughout the teaching sequences to allow children to apply their language knowledge, for example greetings in Year 3 and letter writing to the Headteacher in Year 6 on the topic of school uniform, giving their learning purpose.

As a result of this, children develop a deeper understanding of language learning and an understanding of another culture and language.

### Resources

The Modern Foreign Languages curriculum leader will ensure that staff and pupils have access to and experience of materials that excite and facilitate good practice.

### The Role of the Curriculum Leader

The curriculum leader will monitor, advise, promote confidence, and model good practice amongst staff and pupils. The leader will also evaluate, monitor, and update the scheme and its resources. The policy and scheme of work are regularly updated.

### Review

The Policy will be reviewed at least every 3 years, or as new guidance becomes available to schools from the Local Authority or Department for Education (DfE).

Policy reviewed: **May 2021**

Next Policy review date: **May 2024**