

St Mary's Catholic Primary School



Modern Foreign Language Policy

2022/2023

1 - Introduction

This policy is a statement of the aims, principles and strategies for the teaching and learning of Spanish. It reflects our values and philosophy in relating to teaching and learning.

This policy was written by the Spanish subject leader in consultation with staff. It sets out a framework which both teaching and support staff can follow, and gives guidance on planning, delivery and assessment. This policy is intended for all teaching and support staff, governors, parents/carers and inspectors.

2 - Intent

Our Spanish Curriculum aims to give children an awareness of other cultures and have the confidence and resilience to communicate in Spanish for Practical purposes, using both written and oral Spanish. We aim to give pupils a foundation for language that encourages and enables them to apply their knowledge and skills - knowledge, skills and vocabulary that are built on from prior learning and repeated with increasing complexity.

3 - Implementation

It is a statutory requirement that every pupil in KS2 learns a foreign language and that pupils should make 'Substantial progress in one language'. At St Mary's Catholic Primary School, pupils access Spanish lessons throughout the week. Introductory Spanish lessons begins in EYFS and KS1 with informal lessons and education games and continues through KS2, where the pupils start to demonstrate an understanding of basic grammar, listening, reading and writing skills. Lessons incorporate a range of teaching strategies from independent tasks, paired work and group work including role play, language game and language detective work. Spanish club is offered afterschool. Pupils are taught to listen attentively to spoken language and show an understanding by joining in and responding. Listening and modelling is key for any person wishing to acquire a language skill and by exploring patterns and sounds both in listening and reading in turn will help initiate writing and speaking skills. We embed our skills in our day to day life at St Mary's. Pupils respond to the register in Spanish, follow simple instructions and ask simple classroom questions. All of these skills pupils acquire throughout the year, builds to contribute to our whole 'Spanish Day'. Children will have the opportunity to display their learning in many ways and be proud of what they have achieved over the year.

Impact

By the time the children leave St Mary's, they will have a very good understanding of how Spanish letters are pronounced differently, formation of sentence structure is different, and that grammar differs to that of English too. They will have also built up an idea of how they can acquire an additional language and have an appreciation and value in the four skills of listening, reading, writing and speaking. The children will have grown in confidence and will have the building blocks

and be equipped with a range of language learning skills to enable them to study Spanish, or any other language, in Key Stage 3. The expected impact is that children will:

- Be able to engage in purposeful dialogue in practical situations
- Know that a language has a structure which can differ from one language to another
- Make increasingly accurate attempts to read unfamiliar words, phrases and short texts
- Develop their language through four key skills: speaking, listening, reading and writing
- Speak and read aloud with confidence and accuracy in pronunciation
- Be able to identify word classes in a sentence and apply grammatical rules they have learnt
- Be able to construct short texts on familiar topics
- Learn how language skills can be applied to a range of languages
- Meet the end of Key stage 2 expectations outlined in the National Curriculum
- Be able to transfer to KS3 effectively and be able to build on their linguistic abilities

3 - Aims

The national curriculum for languages aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and 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.

4 - The role of the subject leader

- The implementation, review and update of the policy.
- Providing schemes of work for all aspects of the MFL Curriculum.
- Consultation and advice on resources and activities for other teachers.
- Attending CPD courses and cascading relevant information.
- The ordering, storage and inventory of resources.
- Monitoring and evaluating how the curriculum is delivered.
- Auditing the needs of staff and arranging CPD

5 - The National Curriculum

Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing.

It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

6 - Delivering the Curriculum

Planning

St Mary's Catholic Primary School uses the Language Angels scheme as a basis for planning. Language angels fully meets the objectives of the National Curriculum for Spanish and displays a clear progression in Spanish through the Curriculum. Teachers follow the St Mary's Spanish Curriculum Map to support them with the sequence of learning. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Assessment

On-going, regular assessment is an integral part of our practice. Teachers will use the assessment tool provided by Language Angels. Teachers should use this to guide their teaching, identify any gaps in learning and inform future planning. At the end of each unit of learning, children complete a response sheet explaining the skills they have developed.

7 - SEN / Equal opportunities

Each child is given equal opportunities to develop the relevant skills, regardless of ability, race, gender and cultural background. All pupils throughout the school, shall have the opportunity to develop MFL capability. The range of planned activities and lessons should be broad enough to allow all children of all abilities to participate as fully as possible.