



MODERN FOREIGN LANGUAGES

(MFL) POLICY

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Modern Foreign Languages (MFL) Policy

St Mary's Fields Primary School

1. Introduction

Learning a foreign language is part of the Primary National Curriculum and it is a requirement for all children within Key Stage 2 (KS2). St Mary's Fields Primary School has adopted a whole school approach to the teaching of Spanish to all KS2 pupils.

This policy outlines the purpose, nature and management of the teaching and learning of all aspects of the Modern Foreign Languages curriculum at St Mary's Fields Primary School. This document describes the aims and principles for the teaching of MFL. It has been written by the specialist MFL Spanish teacher and reviewed by the Head and all the teaching staff and Governors.

2. The Nature of Modern Foreign Languages

Modern Foreign Languages is the development of children's linguistic competence. It should be seen as a lifelong skill. Learning a language opens up avenues of communication and exploration as well as promoting, encouraging and instilling a broader cultural understanding. As the UK is becoming an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages.

Our rationale for teaching MFL at KS2 includes the following:

- Learning a language enriches the curriculum, providing excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others. Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children's ideas in this critical area as well as giving them a new perspective on their own language.
- Language learning stimulates children's creativity. Children enjoy taking an active part in language lessons. They join in with singing, reciting rhymes and poems, and respond to stories. They create mimes, sketches and role-play, imitating accurate intonation and pronunciation. They play games, take turns, make things, take the role of the teacher and experiment creatively with language.
- Language learning supports oracy and literacy. Children spend much of their time in language lessons speaking, listening and interacting - more than in most other subjects. They take part in roleplays, conversations and question and answer work, sing songs and recite, perform to an audience and respond to a wide range of aural stimuli. This emphasis on communication, including language learning's significant role in the 'education of the ear', underpins children's capabilities in oracy, which is critical to effective communication as well as a key foundation for literacy.
- Language learning leads to gains across the curriculum. Children approach a broad range of learning activities in a new and challenging context; these relate to native language literacy, to mathematics and other subject areas such as geography, music and citizenship. This can lead to deep learning and significant gains in their general understanding as they recycle and reinterpret existing knowledge. Through the conscious development of language learning they are also learning how to learn.
- Language learning supports and celebrates the international dimension. Although it enjoys much more linguistic diversity than in the past, England remains a place where the motivation to learn another language is affected by the position of English as a widely spoken, world language. This makes it even more important that we give all children the chance to learn a language in order to gain insights into their own lives and those of others around the world. They need the chance to make contact with people in other countries and cultures and to reflect upon their own cultural identities and those of other people.

Our rationale for teaching Spanish specifically at KS2 includes the following:

- Spanish lessons are booming in English schools. A recent study reveals that while children learning French or German has dramatically declined from the previous two decades, pupils learning Spanish at GCSE level has increased from 29,000 to 85,000 between 1995 and 2015. Official exam data shows that Spanish, with more than 8,000 entries, is the most popular language at A-level, replacing

the long-standing tradition of French being in the top spot. Spanish will also overtake French as the most popular language at GCSE by 2026 if current trends continue.

- More than 492 million people speak Spanish around the world, and it is the official language in twenty-one different countries. Gaining knowledge of the language will open up an exciting variety of professional opportunities and make travel to Spanish speaking countries easier, where even knowing a little Spanish can go a long way.
- After Mandarin Chinese, Spanish is the world's second most spoken language in terms of native speakers, and it is the second most used internationally.
- By the year 2030, native Spanish speakers will make up 7.5% of the entire population of the world.
- There are also large populations of Spanish speakers in many countries where Spanish is not the official language: The Philippines 439,000, Brazil 460,000, Canada 909,000, The United States 40 million.
- Spain is a popular holiday destination for many of the children at our school, providing a strong purpose for learning.

3. The National Curriculum

For every pupil in Key Stage 2 learning a language is a statutory foundation subject.

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 authentic writing in the language studied.

The attainment targets relate to the four language skills: speaking, listening, reading and writing.

- Listen attentively to spoken language and show understanding by joining in and responding;
- Explore the patterns and sound of language through songs and rhymes and link the spelling, sound and meaning of the words;
- Engage in 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;
- Present ideas and information orally to a range of audiences;
- Read carefully and show understanding of words, phrases and simple writing;
- Appreciate stories, songs, poems and rhymes in the language.
- Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including through using a dictionary;
- Write phrases from memory and adapt these to create new sentences, to express ideas clearly.
- Describe people, places, things 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.

4. The Aims of Modern Foreign Languages Teaching

1. Develop an enthusiastic and positive attitude to other languages and language learning;
2. Develop language skills and language learning skills;
3. Raise awareness of aspects of their own language and make comparisons with the foreign language, thereby enriching their understanding of both;
4. Become increasingly familiar with the sounds and written form of a modern foreign language;
5. Enjoy some degree of success in learning a new language;
6. Use their knowledge with growing confidence and competence to understand what they hear and read, and to express themselves in speech and in writing as well as ask questions;
7. Increase cultural understanding by learning about different countries and their people, and working with written materials from those countries and communities;

8. Form a sound basis for further language learning at Key Stage 3 and beyond.

5. The Objectives of Modern Foreign Languages Teaching

- 1 To learn in a non-threatening environment which builds upon positive achievements;
- 2 To experience a range of activities, including songs, rhymes and games, which provide a stimulated and varied approach to language learning;
- 3 To be given opportunities to listen to the teacher, to songs and rhymes, to each other and to native speakers;
- 4 To apply their learning by reproducing sounds themselves and creating phrases and sentences;
- 5 To develop phonic knowledge about the language;
- 6 To begin to recognise and read words that they have already encountered in the development of their oracy skills;
- 7 To write simple words and phrases using a model and, with increased competence, write more complex sentences on a range of topics, some from memory;
- 8 To develop the ability to recognise rules or patterns in a new language and relate it to their existing understanding of their own language(s);
- 9 To gain an understanding of another culture and learn to look at things from another person's perspective. Show an awareness of the similarities and differences between peoples and appreciate the diversity of languages spoken within the school;
- 10 To use their knowledge about the way language works and apply their knowledge when learning a new language;
- 11 To become aware of how they learn and be able to plan to use specific strategies for particular tasks.

6. Organisation and time spent on teaching:

Spanish is taught in Key Stage 2 in class groups, by a specialist Spanish teacher. Classes receive one timetabled lesson of 60 minutes every week. The Spanish teacher plans their lessons using the Language Angels scheme of work and supplements this with their own ideas, materials and experience.

7. Cross-Curricular Aspects

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding in other curriculum areas. An understanding of the structure of a new language enhances the children's understanding of their own language and so links closely to the Literacy curriculum. There are also opportunities to link to the PSHCE, geography and RE curricula in terms of the development of positive attitudes towards, and knowledge of, other cultures and countries. There are also links between the teaching of MFL and mathematics, science, music, art and PE.

8. Teaching Methods

- 1 Sharing the objectives and the success criteria with the class and ensuring the pupils know what they are learning;
- 2 Adopting a communicative and interactive approach with an emphasis on a kinesthetic learning style.
- 3 Presenting a language model for oracy and literacy skills.
- 4 Practising and producing language individually, in pairs and in groups.
- 5 Using a variety of learning activities including songs, stories, games, role-play and interactive ICT.
- 6 Relating aspects of the new language to children's existing knowledge.
- 7 Exploration of the differences and similarities between the new language and any language they already know.

9. MFL Curriculum Planning

MFL teaching became a statutory National Curriculum requirement for KS2 children from September 2014, at which point Spanish was introduced for the first time at St Mary's Fields Primary School. Planning policy is designed to meet the attainment targets of the KS2 Languages Programme of Study and the KS2 Languages Framework:

- A long-term year plan was developed for the phased introduction of Spanish over four years, ensuring coverage of language requirements for the first, second, third and fourth years of learning a new language. The phased introduction of Spanish was completed in (2017/18), and a fixed scheme of work is in place with different themes for each year group.

- The long-term year plan gives details of the main teaching themes for each term and year group. These plans define what topic we teach and ensure an appropriate balance and distribution of work across each term. These may change if one-off events arise, e.g., World Cup, the Olympics etc.
- Spanish Lesson plans follow closely the Language Angels Scheme of Work designed to meet the attainment targets of the KS2 Languages Programme of Study and the KS2 Languages Framework. Each unit of work is supported by a detailed plan which provides full details of expected learning outcomes and activities. It also details how the unit achieves the attainment targets of the KS2 Languages Programme of Study and the KS2 Languages Framework.

10. Assessment

The specialist Spanish teacher assesses each child's progress against the success criteria for each unit within the Scheme of Work. After each unit of work, the teacher uses a combination of two forms of assessment:

1. Peer and self-assessment 'I can do...' grids. A quick and easy way for all pupils in the class to record which units they have completed and be aware of the progress they are making.
2. More detailed skills-based assessments using bespoke skills assessment worksheets. This form of assessment enables us to determine the learning and progression of all pupils in the key language learning skills as well as monitoring their progress against the twelve attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2.

11. Resources

The school has key resources to support learning such as dictionaries. Each child is provided with a book where they can record their written work and keep the worksheets completed as well as the key information for future reference or revision.

Resources used in Spanish lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games
- Songs
- Differentiated desk-based consolidation activities
- Worksheets (at three different levels of challenge)

12. Special Needs and Classroom Support

The teaching of Modern Foreign Languages gives every child a chance to take part and enjoy a new language. It can provide a boost to those children who have difficulties in other areas of the curriculum. Some children have previous experience of learning a modern foreign language and can apply the skills and strategies they have learnt.

13. Equal Opportunities

In keeping with the school policy on Equal Opportunities the teacher will be aware of the different and individual needs of each child regarding the physical, emotional, behavioural and learning needs, as well as any special abilities and any needs that may arise as a result of race or gender.

14. Health and Safety

Health and safety arrangements are in line with the school policy.

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