

St Patrick's Catholic Primary School



MFL Policy

Date: 2021

Review Date: 2024

St Patrick's Primary School

MFL Policy

We strive for excellence within a caring and diverse community, nurturing the Catholic faith, respecting each other, living, working and growing together as part of God's family.

SPANISH

Statutory Requirements

“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.”

(from the National Curriculum)

ST PATRICK' S CATHOLIC PRIMARY SCHOOL

MFL Policy - SPANISHSPANISH 2021/2024

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◆ 1. INTRODUCTION

As part of a new primary National Curriculum, from September 2014 learning a foreign language has become a requirement for children within KS2. St Patrick's has offered the teaching of Spanish for several years, initially through after-school clubs and, for the last six years, as part of the school curriculum. Last year, the majority of our families voted to teach Spanish at St Patrick's. Spanish continues to be offered through after-school club by the external provider.

◆ 2. OBJECTIVES: DEVELOPING A WHOLE-SCHOOL POLICY FOR MFL

St Patrick's Primary School policy document sets out the school's aims, principles and strategies for the delivery of Modern Foreign Languages.

◆ 3. AIMS: ST PATRICK'S PRIMARY SCHOOL'S AIMS FOR MFL

The overall aim for Modern Foreign Languages at St Patrick's Primary School is to enrich learning for all pupils and to ensure that teachers develop confidence in using MFL, and as a result reinforce the Spanish language specialist teaching. In particular, MFL teaching helps to:

- Develop communication and literacy skills that lay the foundation for future language learning and linguistic competence, thus extending the knowledge of how language works and allowing the exploration of differences and similarities between Spanish and English
- Introduce children to simple vocabulary and structures which can be used in a variety of contexts in the normal school day, e.g. date, classroom organisation, routines, songs, thus making MFL use normal and developing confidence
- Provide a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects
- Promote initiative and independent learning and to encourage diversity within society through the increased capability in the use of languages
- Introduce children to the different accents of native speakers using the language in authentic contexts
- Raise awareness of the richness and complexity of multicultural and multilingual world
- Raise awareness that languages other than English exist
- Raise awareness of aspects of mother tongue by encountering other languages
- Raise awareness of aspects of home culture by encountering other cultures and raising awareness of citizenship issues
- Prepare pupils for specialist teaching in secondary school

◆ 4. TEACHING AND LEARNING EXPECTATIONS FOR MFL

The MFL curriculum is to be taught in line with the KS2 MFL Framework:

- Weekly language lessons should vary in their approach to develop the main three strands: oracy, literacy and intercultural understanding

- Much language learning can be acquired informally by using the language for real purposes e.g. taking the register, classroom commands, giving routine instructions, celebrating achievements and birthdays
- As much as possible, Spanish is also to be taught in ordinary classroom situations, using regular routines, songs and games which children find enjoyable and motivating
- Weekly 45 minutes session is taught by HLTA , with class teacher observing.
- Class teachers to do manageable and sustainable 15 minutes follow up later in the week, reinforcing the language and vocabulary presented during the Spanish lesson.
- The pupils' work is kept in the Spanish copybooks. It is helpful if these are available during lessons so pupils can refer to them, if needed.

◆ 5. TEACHING STRATEGIES

We aim to provide our pupils with a multicultural understanding and a firm foundation for continued language learning as they progress to secondary education and beyond. For this reason, Spanish is taught using a multi-strand approach so that different learning styles and cognitive level can be considered. This promotes progression in language acquisition and should encourage the children to have an active engagement with the foreign language. The Spanish teacher uses a multi-sensory approach, with activities that range from auditory to visual to kinesthetic. This ensures an inclusive approach to language learning and caters for all of the pupils' needs. Games, role play, action songs and mime are implemented as well as the use of puppets, soft toys, visual resources and ICT to demonstrate and present the foreign language. Such a rich methodological approach aims to make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of Modern Languages.

In addition to the teacher's voice, a range of audio materials are used in lessons (using videos with examples of native speakers in authentic situations). Pupils are encouraged to practise and to use the language in choral repetitions and in pair-work, group-work and in role-play, joining in with songs or stories.

Listening, responding and speaking skills are the main focus in lower KS2. These skills are built upon and extended to include reading and writing skills in upper KS2.

Some of the Spanish units are planned through a methodological approach called **CLIL** (Content and Language Integrated Learning). This approach aims to link the school topics to the language lessons allowing the pupils to communicate for practical purposes, using more complex thinking skills and, in turn, experiencing greater immersion in the language. In CLIL contexts, a topic (such as Christopher Columbus or something else) is learnt through Spanish.

Children's linguistic skills and speaking confidence will also be enhanced using new technologies. When possible, i-pads will be used in class to film short clips, to create animated books and to create cartoons and characters speaking in Spanish.

◆ 6. SCHOOL CURRICULUM OUTLINE

Pupils should be taught 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 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 that are 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

◆ 7. CROSS-CURRICULAR LINKS

Learning another language will give the Pupils the opportunities to reinforce skills and knowledge learnt in other curriculum areas:

- **Literacy:** speaking and listening skills, reading and understanding, knowledge and understanding of grammar and sentence construction
- **Numeracy:** counting, calculations, the time, the date, currency
- **Geography:** learning about other countries, Europe, the world
- **Science:** learning about the parts of the body and face, animals, planets, weather
- **History:** learning about other countries and ancient people, family trees, life of famous Spanish people
- **Art:** learning about the lives and work of some famous painters
- **RE:** learning about customs, cultural traditions, celebrations of festivals, beliefs
- **PE:** physical responses to the teacher's instructions issued in the language being learnt
- **ICT:** improving skills connected to i-pads and computers use

◆ 8. RESOURCES

A wide variety of resources will be used:

- Linguascope
- Bilingual dictionaries
- Traditional songs and nursery rhymes
- MFL displays to reflect the wide range of MFL activities and teaching at St Patrick's School.
- Many stories and songs from different publications
- Flashcards
- The Interactive Whiteboard
- i-pads and apps to animate pictures, to record audio in Spanish and to create short clips.

◆ 9. RECORDING, ASSESSMENT AND REPORTING

Teachers assess children's progress informally during the lessons, evaluating progress in the four skills and in their intercultural understanding. The assessment is used to support teaching and learning. Any evidence of children's work is to be kept. The progress and attainment of Spanish is monitored and moderated by the school leaders and included in the children's annual School Report.

◆ 10. INCLUSION

All pupils, regardless of race or gender, shall have the opportunity to develop MFL capability. The school will promote equal opportunities and fairness of distribution of MFL resources.

◆ 11. SPECIAL EDUCATION NEEDS

The needs of all children will be met through differentiated learning and support from teaching and special needs assistants in class whenever possible.