

Modern Foreign Languages (MFL) Policy

1 Aims and objectives

- 1.1** At St Anne's Catholic Primary School, Spanish is taught to all children as part of our school curriculum. We do this for several reasons; We believe that children enjoy learning to speak another language. The earlier a child is exposed to a foreign language, the faster the language in question is acquired. Children tend to be less self-conscious about speaking aloud at this stage of their development. It is widely believed that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life.
- 1.2** The main objective of teaching Spanish at St Anne's is to promote the early development of a child's linguistic competence. We also aim to:
- foster an interest in learning other languages;
 - introduce our children to another language in a way that is enjoyable;
 - make our children aware that language has structure, and that the structure differs from one language to another;
 - help our children develop an awareness of cultural differences;
 - develop speaking and listening skills;
 - lay the foundations for future study.

2 Teaching and Learning

- 2.1** We base the teaching on the guidance material in the QCA scheme of work for modern foreign languages. We have adapted this to the context of our school and the abilities of our children. Our teacher is a native speaking Spaniard to ensure the pronunciation and intonation is accurate.
- 2.2** We use a variety of techniques to encourage the children to engage actively in the modern foreign language: these include games, role-play and songs (particularly action songs). We often use puppets and soft toys to demonstrate the foreign language. We frequently use mime to accompany new vocabulary in the foreign language, as this teaches the language without the need for translation.
- 2.3** We emphasise the listening and speaking skills over the reading and writing skills. We also use a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games, as we believe that this serves to reinforce memory.
- 2.4** We make 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. We build children's

confidence through constant praise for any contribution they make in the foreign language, however tentative.

3 Organisation

- 3.1 We teach Spanish to all children from 25minutes in Foundation Stage to 45 minutes in Y6 on a weekly basis. A subject specialist who is also a native speaker of the foreign language delivers each lesson.

4 The curriculum

- 4.1 Spanish is the modern foreign language that we teach in our school.

The curriculum that we follow is based on the guidance given in the revised National Curriculum and the supplementary guidance published by QCA. We apply the four attainment targets for MFL to Key Stage 2. These are:

- AT1: Listening and responding
- AT2: Speaking
- AT3: Reading and responding
- AT4: Writing

However, we do not give equal weighting to each of these skills in each unit taught. For example, in the initial stages of our teaching we place particular emphasis on speaking.

- 4.2 We teach the children to know and understand how to:

- ask and answer questions;
- use correct pronunciation and intonation;
- memorise words;
- interpret meaning;
- understand basic grammar;
- use dictionaries;
- work in pairs, and groups to communicate in the other language;
- explore and celebrate life in another culture.

5 Cross Curricular Links

5.1 English

The learning of a modern foreign language naturally contributes to the development of our children's listening and speaking skills. It also develops the children's grasp of linguistic features such as rhyme, rhythm, stress and intonation, helping pupils to understand further the concept of register and emphasising the importance of knowing the role of different word types in sentence structure.

5.2 Mathematics

Children reinforce their time-telling skills by playing time-related games in Spanish. We play number games, too, that reinforce counting and

calculation skills, expand an understanding of date, and increase knowledge about money.

5.3 Personal, social and health education and citizenship

One of the main benefits to the children of learning a modern foreign language at primary school is a social one. Our intention is that pupils who have difficulty in reading and writing, but who have good aural skills, may find that they excel at speaking in a foreign language. This success will breed confidence, which in turn will increase self-esteem and offer a more rewarding and positive experience of school.

5.4 Spiritual, moral, social and cultural education

By teaching a modern foreign language we contribute to the children's wider cultural education. Pupils learn that many societies are multilingual. We teach about festivals and customs related to the countries in which the language is spoken. We also offer opportunities to hear stories set in Spanish culture.

5.5 Geography

We ask the children to do research on the different countries in which Spanish is spoken (after they have first found them on a map or a globe). Pupils may also learn about the climate of the countries in which the language is spoken.

5.6 Music

Children are taught songs in Spanish – both traditional and modern – which of course, helps develop a sense of rhythm and an ear for melody. We also play them classical music by Spanish composers.

5.7 History

We teach children about significant historical figures and events in the history of Spain.

5.8 Science

Children reinforce their knowledge of parts of the body through related games, such as a Spanish version of 'Simon Says', or 'Head, Shoulders, Knees and Toes', or through related songs.

5.9 PE

We may share with children dances from Spain, and any of the games we use to teach children a modern foreign language are very active, which require fast reactions.

6 Modern foreign languages and ICT

6.1 St Anne's hopes to establish a partnership with a school in Spain, to enable each child to have an e-pen-pal, with whom he or she would have the opportunity to correspond with on a half-termly basis at school. We therefore, at Key Stage 2, will teach the children which key combinations they need to produce accents and other diacritical marks in Spanish. We are also hoping that the children will be able to use digital and video

cameras, in order to record performances of songs, role-plays or mini-dramas.

7 Modern foreign languages and inclusion

- 7.1** At St Anne's we teach a modern foreign language to all children, whatever their ability. A modern foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our modern foreign language teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.
- 7.2** When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.
- 7.3** Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to the modern foreign language.
- 7.4** We enable pupils to have access to the full range of activities involved in learning a modern foreign language. Where children are to participate in activities outside the classroom (for example, playing a playground game in a modern foreign language), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

8 Assessment for learning

- 8.1** We assess the children in order to ensure that they make good progress. We currently do this informally during the lessons, and in the future hope to introduce a more formal test to evaluate what the children have learned. There are no national key stage tests, but we hope to award the children a school certificate showing that they have reached a certain level of competence in Spanish. We will present this to the pupils at the end of the year. We use the four national attainment targets to evaluate the progress of each child, and to provide information to the secondary school when the child transfers.
- **8.2** To help cross-phase continuity we will include the school MFL certificate in each child's record of achievement.
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9 Resources

- 9.1** We currently have a modest collection of resources.



10 Monitoring and review

10.1 Teaching and learning is monitored in the same way as all our other lessons. The head teacher also reports to the governing body on the progress of children in Spanish in the same way as for progress in any other foundation subject. The governors' curriculum committee has the responsibility of monitoring the success of our Spanish teaching.

10.2 The head teacher also liaises with the local secondary schools, so that they are aware of the modern foreign language experience of our children when they move to the next phase of their education.

10.3 This policy will be reviewed at least every two years.

Agreed by Governors:

Date:

Review date:

Signed:

Date: