**Teaching Modern Foreign Languages (MFL) at Dove Bank**

**Subject Statement**

*Learning a second language can provide pupils with many wonderful opportunities and is a great discipline in itself. For pupils to broaden their horizons, converse with people from other countries and explore other cultures, we need schools to build firm foundations in language learning.*

The research review on languages education; OFSTED

At Dove Bank we believe that learning another language helps foster a curiosity and deeper understanding of other cultures and the world in general. We believe that learning to understand, speak, read and write in Spanish during Key Stage 2 will provide the basis for learning other languages, which in turn will provide important opportunities for future study and work in other countries.

Underpinning our languages curriculum is vocabulary and confidence to apply a plethora of new skills;

* Ask and answer questions;
* Use correct punctuation and grammar;
* Memorise words;
* Interpret meaning;
* Understand basic grammar;
* Use dictionaries;
* Work in pairs and groups and communicate in Spanish;
* Look at life in another culture;
* Develop a positive attitude towards learning a second language in readiness for study at KS3.

**Subject Leader & Expert Teachers**

Within school we have a wealth of experience in the teaching of MFL. Details of staff are detailed below:

* Lydia Smith is our Modern Foreign Languages leader, having studied French and German at KS3 level and Spanish at KS4 and KS5 level.
* Dilan Guney is fluent in a second language and can offer other staff support in learning and using another language.
* Sarah Milne, interim head teacher of our feeder high school, The Kings, is a language specialist who has taught Spanish, French and German at KS3/4 and provides invaluable, ongoing support to our school staff.
* All teaching and support staff have received on-site, specialist phonics training in Spanish.
* All staff are familiar with our chosen curriculum content and have experience of learning and delivering a second language at a minimum of KS2 level.

**Curriculum Organisation**

At Dove Bank, we have just begun our journey teaching Spanish to our pupils. Thus far, Spanish is enjoyed by all pupils in Key Stage 2. The children are taught specific skills, knowledge and vocabulary in a weekly dedicated session, with opportunity to practice and consolidate their skills at other times during the school week, for example through cross-curricular learning and during more discrete opportunities such as answering the register. This integrated approach allows teachers to develop learning on a little-and-often basis and provides children with the opportunity to use and develop their language for communicating in stress-free, real-life contexts. Teaching follows regular routines with plenty of speaking and listening, as well as varied written activities, that our children find engaging and exciting.

Our medium term plans have been devised alongside Sarah Milne, a language specialist teacher, and are based on a thematic approach with rich vocabulary at the heart. In Autumn term, all classes focus on Food, in Spring, Family/Friends and in Summer, Sports. These carefully chosen themes allow for all children to be exposed to a range of vocabulary, grammatical skills such as masculine/feminine words, plurals, a range of word families and can be applied to conversations. These themes also lend themselves well to many exciting cross curricular links, such as D&T, PSHE, Literacy and PE, to name a few.

While we appreciate that during the first academic year teaching Spanish that all KS2 children will begin at the same starting point, there are many opportunities for children of all abilities to develop their skills and vocabulary in each term. Progression planned into the programme of learning means that the children are increasingly challenged as they move through the school. Monitoring of teaching and learning will ensure that planning is changed and adapted each year, for each year group.

Vocabulary is a key component to the teaching and learning of MFL here at Dove Bank, as we recognise that the subject in its entirety is built on a strong foundation of speaking and listening in order to communicate in Spanish in an effective way. All key vocabulary is outlined in our Curriculum Medium Term Planning for MFL. Skills and knowledge are also clearly outlined in these documents, and teachers can clearly identify what skills and knowledge will be new to the children, and which will be revisited from prior year groups. Teachers are also provided with a termly booklet containing key phrases and tips to aid their planning and delivering of the Spanish curriculum.

Children in the Foundation Stage and Key Stage 1 may be introduced to Spanish through practical speaking and listening games and songs, classroom management phrases and during registration, before beginning more formalised learning in KS2.

**Subject Specific info**

MFL is usually taught during one weekly session, usually lasting between thirty and forty-five minutes, although teachers may choose to dedicate more of their weekly timetable if they feel this is necessary to cover learning objectives. Teachers may also determine it unnecessary to conduct a discrete Spanish lesson if their intended learning outcomes will be covered through cross-curricular teaching in another subject area. Learning may also be built into classroom routines/ timetables. Teachers may also choose to organise their lessons in a ‘block teaching’ format, should they deem this necessary to create the best opportunities for progress.

In the future, we aim to enrich the children’s learning at the end of Key Stage Two, by organising an overseas trip to a Spanish city, where they can apply and put to use all of the language they have learnt during their four years of study at Dove Bank.

The MFL subject leader is part of the Association for Language Learning, which provides useful updates, resources and CPD for teachers.

Children record written learning in their Spanish Languages journal. This should be looked at and marked by teachers regularly to ensure that objectives have been met and that progress is being made by all children. Self and peer assessment of work is also encouraged in these journals. As most Spanish learning may be heavily based on oral activities, it is recommended by the subject leader that teachers record this type of learning by filming the children on their staff iPad. Online games and music is also encouraged to ensure children are given the best chance of retaining learning.

**Assessment**

It is expected that all MFL work is marked in line with the School’s marking policy.

Teachers assess children’s progress informally during the lessons, evaluating progress against the Key Stage 2 MFL Framework. Progression will be measured through skill levels.

The Key Stage 2 MFL Framework Learning Objectives are split into the following categories:

* Oracy – listening and speaking;
* Literacy – reading and writing;
* Knowledge about language;
* Intercultural Understanding and Contact;
* Language learning strategies.

Assessment opportunities are presented within MFL teaching, such as;

* Listening activities;
* Speaking activities;
* Reading activities;
* Writing activities.

Teachers will record summative assessments in the Foundation Assessment files and will assess children against the Medium Term Planning documents.

**MFL across the Curriculum**

**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, supports the understanding of various aspects of grammar and emphasises the importance of knowing the role of different word types in sentence structure.

**Mathematics**

Children reinforce their time-telling skills by playing time-related games in the foreign language. We play number games that reinforce counting and calculation skills, expand their understanding of date and increase their knowledge about money.

**PHSRE**

One of the main benefits to the children of learning a modern foreign language at primary school level is a social one. Those children who have difficulty in reading and writing, but who have good oral skills, will often find that they excel at speaking in foreign languages. This success breeds confidence, which in turn increases self- esteem and gives them a more positive attitude to school in general.

**Geography**

We may ask the children to do research on the cities in which the particular foreign language is spoken after they have first found them on a map or a globe. In MFL lessons, children will learn about the climate of Spain and how to describe the weather.

**Music**

We teach children songs in the modern foreign language – both traditional and modern – which ofcourse helps them develop a sense of rhythm and an ear for melody, interlinking with music based skills.

**History**

We teach children about traditional festivals of the countries whose language we are studying and compare them to ours.

**Science**

Children reinforce their knowledge of food group and healthy eating during the first term of our Spanish curriculum.

**Art & DT**

Children may be taught about famous Spanish artists. Children may explore the tastes and textures of transitional Spanish food dishes and learn how to make these themselves.

**SMSC**

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| **Spiritual**  |  MFL supports spiritual development by teaching pupils to accept and embrace other languages and cultures, in particular Spanish culture. Pupils are encouraged to be empathetic to the cultures, beliefs and traditions of others. This gives them the opportunity to consider ‘identity’ and what it means to them and others, and how identify may differ due to spoken language. Children explore emotions through language, reflect on different uses of language and they are often given the opportunity to use their imagination and creativity in groups and pair work. MFL promotes self-esteem by developing pupils’ confidence, in particular, speaking a new language.  |
| **Moral**  | Spanish affords pupils opportunities to explore moral issues through a range of listening, reading, writing and speaking activities. It supports moral development by encouraging pupils to show empathy and understanding, providing the potential for children to learn about right from wrong and the choices that famous figures from Hispanic culture have made. Stereotypes and intolerance are challenged through the teaching of language and culture. MFL encourages respect for others’ cultures and languages and it promotes trust and fairness. |
| **Social**  | Spanish supports social development by encouraging pupils to work proactively and co-operatively in pairs and groups, using a new language to communicate. Pupils are encouraged to experiment with language and learn from their mistakes. There is a supportive environment in Spanish lessons where mistakes are seen as learning opportunities, rather than as failures. In lessons, pupils are expected to use each other as learning tools and develop social strategies for giving and responding to feedback. Independence and self-esteem is nurtured and success is celebrated in and out school by using positive feedback for example, from teacher and peers, Spanish stickers to name a few.  |
| **Cultural**  | Cultural development and cultural awareness are fundamental in language learning at Dove Bank. Exploration of language and culture is crucial to language learning, whether through lessons, celebrations of typical Spanish fiestas and traditions, school projects, assemblies, language celebration days etc. Pupils are encouraged to embrace ‘difference’ at all stages of their linguistic development and accept ideas which may be ‘alien’ to them, as well as comparing new cultures to their own. Pupils are encouraged to discuss and challenge stereotypes within a national and international context. Our links to the local high school who deliver Spanish at KS3/4, enables cultural visits and events organised in order to show value and appreciation to Spanish culture.  |
| **Student** **Wellbeing** |  Learning a language opens up a range of opportunities for our pupils as they move through the school and begin to consider career aspirations. With Spanish being the fourth most spoken language in the world, we believe that learning this as a second language will enable students to strive for careers in the education, tourism and travel and translation sectors.  |