



Gagle Brook Primary and Nursery School **Modern Foreign Language (MFL) Policy**

MFL Curriculum Intent

At Gagle Brook Primary and Nursery School, we want to ensure that our pupils are confident and develop life skills, knowing that they can make a difference as Global Citizens of the future. It is important that our children see themselves as the future and that they respect and embrace the multi-cultural world that they are a part of. We are committed to developing strong, lifelong linguistic skills and to encourage pupils to become curious and interested in the world and have a voice in communicating with people around the globe. As part of our work with other eco schools across the world, we make it a priority to enhance links and opportunities to communicate.

We support children's understanding of other countries and cultures so that they can be more open and adaptable to new experiences, ensuring that each topic contains an element of cultural reference. We want our pupils to have a love of languages, and aim to achieve this by nurturing a linguistic curiosity and an intrinsic motivation to explore and respect other cultures and people. Our enquiry based curriculum supports children in developing their perseverance and resilience as they work hard and challenge themselves to acquire new language and language learning skills.

Our aim is to develop an enthusiastic and positive attitude to other languages and language learning. We hope to encourage a life-long learning of languages among our pupils in order to enhance their understanding of the world and their future economic well-being.

Our main objective in the teaching of a modern foreign language at primary school is to promote the early development of linguistic competence and an understanding of other cultures. We believe that to accomplish this, we should help the children to do all of the following:

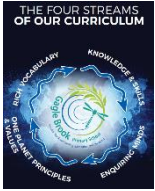
- familiarise themselves with the sounds and written form of a modern foreign language;
- begin to understand a new language, and communicate in it;
- make comparisons between languages;
- learn about different countries and their people, and work with materials from different countries and communities, thus increasing their awareness of other cultures;
- develop a positive attitude towards the learning of foreign languages in general;
- use their knowledge of the foreign language with growing confidence, both to understand what they hear and read, and to express themselves in different ways;
- acquire, through all of the above, a sound basis for further study at Key Stage 3 and beyond.

Modern Foreign Language curriculum **Foundation Stage and Key Stage One**

We teach Spanish in our Reception and Key Stage One classes to give our children a valuable foundation in a second language. Through songs and games, a child's language skills as well as their mathematical ability and understanding of different cultures increase a child's knowledge and understanding of the world.

Key Stage 2

For every pupil in key stage 2, learning a language is a statutory foundation subject. The new programme of study for KS2 (appendix 1) set out the new national requirements for the curriculum in languages which, amongst other things, requires substantial progress to be



made in one language across the key stage. At Gagle Brook, we teach Spanish in Years R to 6 to give all of our children a strong foundation in Spanish.



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.

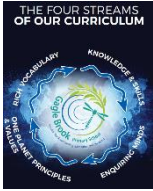
By the end of Key Stage 2, pupils will be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. 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.

In Key Stage 2, we carry out the curriculum planning in Spanish in three phases (long-term, medium-term and short-term). The long-term plan maps the Spanish topics studied in each term during both key stages. The medium-term plans, are based around the enquiry based question for that term, this means the children study Spanish topics in conjunction with other subjects across the curriculum. We teach the knowledge, skills and understanding set out in the National Curriculum for Spanish, in this way we ensure that children have complete coverage of the National Curriculum. The MFL subject leader is responsible for reviewing and monitoring these plans.

The contribution of MFL to teaching in other curriculum areas

At Gagle Brook Primary and Nursery School we teach through enquiry based topics where a lot the learning takes place in a cross-curricular way. MFL knowledge and skills are applied in a variety of other subject areas. For example:



English

MFL contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening.

Listening, creating or performing in a foreign 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 English curriculum.

Mathematics

MFL contributes to the teaching of mathematics in that children who study the structure of language can pick up on patterns and similarities to other areas of their learning. Children learn counting songs in Spanish and can learn mathematical facts through repetitive songs.

Computing

Computers and technology are used in Spanish where appropriate. Children use computer programs such as Purple Mash and Duolingo to enhance their research skills, listening to native speakers and learning about life in Spanish speaking countries. They use online tools following our Internet rules on safety.

Personal, social and health education (PSHE) and citizenship

Music contributes significantly to the teaching of personal, social, citizenship and health education inclusive of relationships. Through the common goal of learning a new language, children learn to work effectively with other people and build up good relationships.

Spiritual, moral, social and cultural development

The study of the language and culture of another country also contributes to PSHE and citizenship, geography and religious studies. A foreign language is an invaluable medium through which other aspects of the KS2 study can be accessed and so links may be made between the teaching of primary languages and other subjects.

Physical Education

Children are encouraged to dance and move in response to some songs and games taught in Spanish lessons. The policy of the school is that opportunities for speaking another language should be exploited as fully as possible, be it in the playground or in the classroom.

Teaching MFL to children with special educational needs

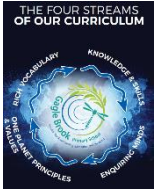
At our school we teach Spanish to all children, whatever their ability. Spanish forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Spanish teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum in Key Stage 2 allows us to consider each child's attainment and progress against expected levels.

We enable pupils to have access to the full range of activities involved in learning Spanish. Where children are to participate in activities outside the classroom, for example, a celebration of languages, food from other countries and picnic event, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment and recording

Teachers assess Key Stage 2 children's work in Spanish by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher marks the work and comments as necessary.

Resources



There are sufficient resources for all classes in the school. We have a range of books and online computer software to support the teaching and learning of Spanish, including Purple Mash and Duolingo.



Monitoring and review

The MFL subject leader is responsible for the standard of children's work and for the quality of teaching in Spanish. The work of the subject leader also involves supporting colleagues in the teaching of Spanish, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The MFL subject leader is responsible for giving the Principal an annual impact plan on which she/he indicates areas for further improvement and the actions they intend to take to achieve them.

Signed: **Mr M Street**

Date: **July 2022**

Review date: **July 2024**