



## MFL: Spanish Policy

### Introduction

This policy has been created to set out our vision, aims and strategies for the teaching and learning of languages at Our Lady of the Rosary.

“A high-quality language 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... Language teaching should provide the foundation for learning further languages.” National curriculum in England: languages programmes of study - 11 September 2013.

### Our philosophy

At Our Lady of the Rosary Primary School, our aim is that children develop inquisitive minds, a spirit of curiosity and a passion for life-long learning. We are committed to educating all our children to equip them with the skills and confidence to fully achieve in an ever-changing world. Our curriculum stimulates enjoyment of, and commitment to, learning as a means of encouraging the best possible progress and the highest attainment for all our pupils. It also assists our children to develop enquiring minds and the ability to think rationally. This prepares them effectively for the next stage in their education.

Our Modern Foreign Language (MFL) Policy reflects our school mission statement, ‘Christ at the centre, children at the heart’.

Children at Our Lady of the Rosary, regardless of their background and ability, are encouraged to develop their full potential in Spanish. We strive to infuse our pupils with a love of learning Spanish within the context of the culture of the Hispanic world.

### Purpose

Our aim is to ensure that children develop a deep interest and appreciation for other cultures and a love of languages. We help them acquire the foundations for further foreign language learning at Key Stage 3 and a smoother transfer to Secondary School. We teach Spanish across KS1 and KS2 as part of the school curriculum. We believe that most children benefit from starting to learn a foreign language at an early age and that this will ease the learning of other foreign languages later in life. The use of MFL promotes initiative, confidence and independent learning and encourages diversity within society. As the second most spoken language in the world, learning Spanish will also prepare pupils to participate in our rapidly changing world in which work and other activities are often carried out in different languages.

### Aims and Objectives

- To introduce children to another language in a way that is enjoyable and fun.
- To develop children’s understanding of different cultures.
- To make children aware that language has structure and that the structure differs from one language to another.
- To foster an interest in learning other languages.
- To develop children’s speaking, listening, reading and writing skills in a foreign language.

- To lay the foundations for future study, so that when children go to secondary school they will do so with a sound basic knowledge of some linguistic structures and associated vocabulary, with an enthusiasm to learn more.
- To promote international links.
- To give an extra dimension to teaching and learning across the curriculum.

### **Organisation and teaching style**

Spanish is taught from Reception to Year 6 as part of the school curriculum and timetable. We teach in lessons of approximately thirty minutes duration, reinforced by extended learning in school through a range of activities led by pupils and at home through websites and other ICT resources provided by the school in order to ease progression and enable language skills development.

Excellent accent and intonation is reinforced in every lesson, based on an interactive & communicative approach to teaching. For that reason, we emphasise the listening and speaking skills over the reading and writing skills by using multi-sensory and kinaesthetic learning techniques.

However, we endeavour to enable our pupils to express their ideas and thoughts in another language by working on the four basic skills: speaking, listening, reading and writing. We use a variety of techniques to encourage pupils to engage actively in Spanish: these include games, role-play, videos, quizzes and songs (particularly action songs). We use ICT, puppets and soft toys to demonstrate the foreign language, and we often use mime to accompany new vocabulary, as this teaches the language with less need for translation.

Sessions are not long but we make them as exciting and enjoyable as possible, aiming at infusing children with a love of Spanish. We realise that this serves to develop a positive attitude in the children to the learning of modern foreign languages.

We strive to create a safe and relaxed environment based on mutual respect that entices pupils to participate actively, helps them to build their confidence and fosters team spirit.

We allow for differentiation by:

- using peer support;
- setting common tasks which are open-ended and can have a variety of responses;
- providing resources of different complexities, matched to the ability of the child;
- a range of questioning.

### **Language curriculum**

Our Spanish curriculum is based on the guidance material in the Keystage 2 Framework for Languages.

Furthermore, a stimulating curriculum and an eclectic approach to teaching enable us to use different techniques and a wide range of resources to provide our children with a high-quality language education.

We revisit grammar structures, vocabulary and phonics throughout the year and the Key Stage to ensure that pupils demonstrate mastery of learning before moving on to new content. The language learning is based on providing pupils opportunities to practise

manipulating the language (in pairs, groups or individually) through listening, reading, speaking and writing activities.

We endeavour to provide our pupils with the foundations and the resources that in the future will enable them to know and understand how to:

- Listen attentively to spoken language and show understanding by joining in and responding.
- Use correct pronunciation and intonation.
- Engage in conversations, ask and answer questions, express opinions and respond to those of others, and seek clarification and help.
- Read carefully and show understanding of words, phrases and simple writing.
- 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, expressing their ideas clearly.
- Describe people, places, things and actions in speech and in writing.

### **MFL curriculum leadership and management**

The school's MFL coordinator, Gabrielle Freer, in conjunction with the School Leadership Team, leads the provision of languages (Spanish) within the school. She is responsible for:

- Developing a primary Spanish curriculum that enables progress across KS2.
- Leading teaching and learning.
- Monitoring and evaluating standards of language teaching and learning across the school.
- Organising and managing the resources that support curriculum delivery.
- Implementing arrangements for assessment in Spanish and overseeing the recording and reporting of pupil progress.
- Creating, adapting and reviewing policies and scheme of work, with support of the School Leadership Team.

### **Assessment, recording and reporting**

We carry out regular and ongoing assessment activities and collect evidence throughout the school year. Children are encouraged to give constructive feedback in order to improve their own and each other's work.

### **MFL teaching in other curriculum areas**

Given the time constraints for the teaching of Spanish, we believe that language is best learned if practised throughout the week and by having frequent exposure to it and not just delivered in a weekly lesson.

The MFL Coordinator will support staff to do this and all staff in the school will be responsible for ensuring this.

Spanish is increasingly being more embedded in the curriculum:

- English. The learning of a modern foreign language (Spanish) naturally contributes to the development of our children's listening and speaking skills in English.
- Maths. KS2 pupils learn numbers and math symbols in Spanish and we teach them to use them to resolve basic math operations in the foreign language.
- Social & Cultural education. We teach pupils about festivals and customs related to the Spanish speaking countries and through videos, books and stories, they develop intercultural understanding.
- Geography. Children increase their knowledge of geography by studying the position of Spain in Europe and of the other Spanish speaking countries in different continents on a world map. Also by learning the name of cities, countries and continents in Spanish.
- Arts: Pupils learn Spanish (colours, body parts or descriptor words) through some of the most popular and remarkable paintings and other works of art from different Spanish speaking countries.
- Music. We teach children songs in Spanish – both traditional and modern, which helps them develop a sense of rhythm and melody. We also introduce them to the different types of traditional music from the Hispanic World.
- MFL & ICT. We use a range of software and internet resources to support language learning, as well communication methods and activities through the interactive whiteboards that are in each classroom.

### **Inclusion & equal opportunities**

All children at Our Lady of the Rosary enjoy the benefits of learning a modern foreign language and it forms part of the school curriculum policy to provide a broad and balanced education to all children, whatever their ability, religion, ethnicity and gender. We provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and catering for each child's different needs. 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 aural skills, will often find that they excel at speaking in foreign languages. This success breeds confidence, which in turn increases self-esteem and give pupils a more positive attitude to school in general.

### **Monitoring & review**

A report about the general progress of MFL will be submitted annually to the IAB by the MFL Coordinator, which will include feedback from pupils.