



## Oxford Gardens Primary School

### MFL Policy

July 2022

#### Aims and Objectives

*“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.” Primary National Curriculum 2013*

#### Our Aims

At Oxford Gardens Primary School we have chosen Spanish as our primary language for delivering the MFL curriculum. Through teaching Spanish our aims are to:

- foster an interest in learning other languages
- introduce the children to another language in a way that is engaging and fun
- encourage children to be aware that language has structure and that the structure differs from one language to another
- help the children develop an awareness of cultural differences between their own and other countries
- support children to understand and respond to spoken and written language from a variety of sources.
- Encourage children to 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.
- Enable children to write, for different purposes and audiences, using a variety of grammatical structures that they have learnt.

#### The Curriculum

Throughout KS2, pupils will 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 Spanish, including: 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

### **Planning and Teaching**

Teachers use the Primary Languages Network Scheme of Work as a starting point to plan their lessons. There is a wealth of planning resources on the website and teachers use their knowledge of the children to adapt these to meet the needs of all of the children in their class.

There are 4 different skills that are taught at Oxford Gardens:

- Listening
- Speaking
- Reading
- Writing

The progression of these skills throughout KS2 can be found in the skills progression map on the school website.

- **Speaking and Listening**

Speaking and Listening have a more prominent place in language learning than most other areas of the curriculum. In the early stages, children will spend the majority of their time listening, speaking and interacting orally. This will largely be through the use of songs, rhymes and games. In the first year of language teaching, in this case when the children are in Year 3, they will concentrate on speaking and listening. In Key Stage 2, the main focus of modern language study is practical communication. An emphasis on speaking and listening in the early stages of learning will enable the children to develop basic conversation skills.

- **Reading and Writing**

The Literacy skills of Reading and Writing are supported by, and in turn reinforce, the development of Speaking and Listening. The Literacy objectives will have a more prominent role once the children have already learnt Spanish for about a year. By the time they are in Year 4, they should be able to read and write simple phrases and sentences which include familiar vocabulary. They may require a frame or model to help them structure meaning. In year 5 and 6, the children should be exposed to a range of short texts for different purposes. They should begin to write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

### **Curriculum Time and Delivery**

Every child from Year 3 to Year 6 learns Spanish. Children from Year 3 upwards have one 30-minute Spanish lesson a week. Opportunities to embed the children's understanding of the Spanish language should also be provided at other times. This might be when taking the register, giving classroom commands, through praise, a song or game as a reward etc. Children in Year 2 are exposed to some early Spanish lessons, due to the mixed year group structure.

Every class teacher will be expected to teach Spanish to their class. The MFL coordinator can provide support with planning and delivery.

### **Scheme of Work**

The school use the Primary Language Network Scheme of Work as a starting point for planning. Due to lockdowns and the need to concentrate on core subjects, MFL was not fully taught from March 2020- July 2021. In Years 4 and 5 will follow the Year 4 curriculum and Year 6 will follow the Year 5 curriculum during the academic year 2022-23. This will be reviewed termly with the teachers to assess whether children can move forward more quickly.

### **Recording Learning**

Due to the emphasis on speaking and listening, not all lessons will need to be recorded. Those that are, will be recorded in pupils' Spanish books. The expectation is that at least 2 pieces of learning are recorded per half term in children's books. Children will not be given new Spanish books each year, they will be passed on to their new class teacher. Each year, a cover sheet should be stuck in, showing the child has begun a new year. One piece of spoken learning should be recorded per half term and saved on children's Seesaw pages.

### **Assessment**

The teacher delivering the lesson is continually assessing and using this to inform their teaching. When children complete tasks in books they should traffic light the learning intention to show their self-assessment. Green for 'feeling confident', orange for 'getting there' and red for 'need more support'.

### **Resources**

Resources are located in the Spanish folder on the staff drive. The Spanish scheme of work by the Primary Languages Network will be mainly used however, other songs, games, PowerPoints, flashcard activities and useful websites will also be suggested.

***This Policy was adopted by the Attainment and Progress Committee at its meeting***

***On 24<sup>th</sup> February 2022.***

***Review July 2023***