

Primary MFL Curriculum 2014:

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.

Intent/Vision Statement

The intention of teaching Spanish at Sholing Junior School, which is our foreign language of choice throughout KS2, reflects the National Curriculum's belief that we can liberate our children from insularity and provide an opening to other cultures. We intend to give a language education that will foster our pupils' curiosity and deepen their understanding of the world. They should be able to express their ideas and thoughts in another language whilst understanding, and responding to, its speakers, both in speech and in writing. We intend to provide opportunities for pupils to communicate for practical purposes, learn new ways of thinking and become exposed to literature and culture from Spanish speaking countries.

We believe that it is important that the children gain experiences of other languages and we aim to heighten their awareness of these through European days and Intercultural celebrations. The teaching of Spanish in KS2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3. Most of our children continue to study Spanish in their local secondary schools as their main foreign language. We have a practical approach to the teaching of a modern foreign language at Sholing Junior School. There is a strong emphasis on speaking, listening and enjoyment and the children are given many opportunities to speak with each other, in Spanish, during their lessons and around the school.

There are also opportunities in class for children to access Spanish beyond their weekly lesson. Instructions are often given in Spanish to extend the children's access and enhance the opportunities they have to develop new vocabulary. The children themselves are enthusiastic in demonstrating their Spanish skills and are actively encouraged to take part in lesson demonstrations and lead speaking and listening tasks. We hope that, by learning Spanish, our children will be inspired to have respect for and interest in other languages, cultures and people from around the world.



Aims

The aims and objectives of learning a Modern Foreign Language in our school are to:

- Foster an interest in learning other languages;
- Introduce young children to another language in a way that is enjoyable and fun;
- Encourage children to be aware that language has structure and that the structure differs from one language to another;
- Develop their speaking and listening skills;
- Lay the foundations for future study;
- Develop the enjoyment of learning to speak another language;
- Build on and foster young children's enthusiasm and commitment in the challenge of language learning;
- Provide a medium for cross-curricular links and to reinforce knowledge skills and understanding developed in other subjects.

The children are taught how to:

- Ask and answer questions;
- Use correct pronunciation and grammar;
- Memorise words;
- Interpret meaning;
- Understand basic grammar;
- Work in pairs and groups and communicate in French and Spanish;
- Recognise the link between written and spoken text

Organisation

Children are taught specific skills, concepts and vocabulary in Spanish lessons.

Sholing School aims to deliver the requirements of the KS2 MFL framework by linking planning to the framework objectives. This ensures that particular language learning strategies are taught and appropriate skills are practised.

The Schemes of Work for Spanish (LTP) outlines which topics are covered in each year group and ensures that all children have opportunities to enjoy and achieve in their language learning.

Language is also part of the school day and, as such, is ongoing throughout all of children's learning. Each class teacher is encouraged to use basic classroom vocabulary daily either verbally or non verbally (responding to the register/date on board). Opportunities for speaking Spanish should be encouraged, be it in the playground or in the classroom. All staff in the school are responsible for ensuring this.

Teaching and Learning Styles.

Listening, responding, speaking and simple reading skills are emphasised in KS2. A multi-sensory and kinaesthetic approach to teaching is used i.e. a physical element is introduced into some of the games, rhymes and songs as this serves to reinforce memory. Teachers try to make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of Modern Foreign Languages. Children's confidence is built through praise for any contribution they make, however tentative.

Progress will be evaluated against the four national attainment targets:

1. Listening and responding;

2. Speaking;
3. Reading and responding;
4. Writing.

How do we recognise talented linguists?

Pupils who are gifted in modern foreign languages are likely to:

- have a strong desire to put language together by themselves they apply principles from what they have learned to new situations, transforming phrases and using them in a different context, often with humour
- show creativity and imagination when using language they often extend the boundaries of their knowledge and work beyond what they have learned, not wishing simply to respond and imitate, but to initiate exchanges and to create new language
- have a natural feel for languages they are willing to take risks and see what works, knowing instinctively what sounds right and what looks right; they are acutely and swiftly aware of the relationship between sound and spelling
- pick up new language and structures quickly they may have excellent aural and oral skills and may be able to cope with rapid streams of sound and identify key words at an early stage; they may also display outstanding powers of retention, both immediately and from one lesson to the next
- make connections and classify words and structures to help them learn more efficiently they are able to evaluate new language critically, recognising the grammatical function of words
- seek solutions and ask further questions they may test out their theories and seek to solve linguistic problems, sometimes challenging the tasks set and trying to understand their relevance to the language-learning process
- have an insight into their own learning style and preference they may say how they like to learn vocabulary or structures; they are clear about the type of tasks they like doing; they may show or display an ability to work independently, without supervision, and to make effective use of reference material
- show an intense interest in the cultural features of the language being studied they may use idiom in the language itself and explore the history and the traditions of the language; some pupils may wish to share their knowledge with their peers

Resources

A variety of resources are available in school. These include;

- teacher's resources, books, audio visual materials, flashcards and interactive whiteboard resources.
- There is a central resource of dual language dictionaries for use during lessons.
- A variety of resources such as labels for most classroom objects and key rooms round school, posters and labels for days of the week, months of the year, seasons and numbers.
- The MFL leader is responsible for maintaining resources, monitoring their use and purchasing new and relevant resources.
- A weekly Spanish bag that the children take home to explore a variety of Spanish/ European resources such as money, food and recipes, shopping. This comes in and goes out weekly.

Our MFL Leader

The member of staff responsible for the leadership and development of MFL throughout the school is Lorna Wynn. She will:

- seek to enthuse pupils and staff about MFL and promote high standards of achievement and high quality provision;
- advise and support staff in the planning, delivery and assessment of MFL;
- manage and develop resources for MFL;
- monitor and evaluate MFL throughout the school, ensuring continuity and progression;
- keep up to date with current developments by attending courses, liaising with colleagues from other schools, and use this as a basis for staff development activities;
- continue to promote and raise the profile of MFL throughout the school.

Assessment, Record Keeping and Reporting

Assessment will be linked to the key skills in the study unit. In order to ensure continuity, progression and high standards of achievement in MFL, assessment for children will include:

- ongoing formative assessment through observations and dialogue with children
- a sample of skills based assessment throughout the Key Stage to demonstrate progression in each area;
- a summative assessment of each child's progress in Spanish over the year will be provided in their end of year report;
- a subject leader's assessment portfolio to showcase the range of activities and learning across all year groups;
- pupil interviews with a selection of pupils across year groups.

Monitoring is carried out by the MFL leader in the following ways

- Informal discussion with staff and pupils
- Classroom observation
- Looking at the work in individual folders
- Subject evidence portfolio levelled against framework outcomes

SEN, Pupil premium & Greater depth in MFL at SJS

At Sholing Junior School we aim to:

- provide visual and concrete resources to support children with SEN to ensure an inclusive approach to the subject;
- support and extend children through the use of geography technologies (ICT) and adult support;
- deepen children's knowledge by asking non-routine questions within the topic of focus and providing high-level questioning for the children to explore;
- set tasks which will allow children to work at a greater depth to their peers with greater independence and ownership of tasks.

Our Success Criteria

We expect 90% of our children to attain standards in line with or above those stated in the statutory guidance.