

LONDON BOROUGH OF HAVERING



**ST. URSULA'S
CATHOLIC PRIMARY SCHOOL**

Modern Foreign Language Policy

“With God at the heart of our St Ursula’s family, we welcome all as we learn and grow together”

Autumn 2020

St Ursula's Catholic Primary School

Modern Foreign Language

Rationale

The learning of a foreign language provides a valuable educational, social and cultural experience for all pupils. As a school, we are situated in the London Borough of Havering; a city which has over 300 languages spoken in it. Through the study of modern foreign language, the pupils develop the ability to communicate, listen and extend their knowledge of how language works. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others. Through the study of Spanish, children not only learn the language, but also of the rich culture and history Spain has. The topics learnt in Spanish naturally links with other areas of the curriculum and enriches the overall teaching and learning experience. Teachers are encouraged to take the register in Spanish, have Spanish words alongside our class displays and give basic instructions during PE in Spanish.

All Key Stage 2 pupils are entitled to foreign language learning in school time. At St. Ursula's, we recognise the value of this initiative and will provide age-appropriate Primary Languages learning opportunities for all children in Years 3 – 6.

Aims - School

St. Ursula's Catholic Primary School aims to;

- Foster an interest in language learning by introducing children to Spanish in a way that is enjoyable and accessible to all pupils.
- Stimulate and encourage children's curiosity about language and creativity in experimenting with it.
- Support oral and literacy, and in particular develop speaking and listening skills.
- Help children develop their awareness of cultural similarities and differences.
- Lay the foundations for future language study by pupils.
- Provide an added perspective on first language teaching and learning.
- Give an extra dimension to teaching and learning across the curriculum.

Aims – Pupil

Through the teaching of Spanish, St. Ursula's pupils should aims to;

Speaking and Listening:

- Describe people, places, things and actions orally
- 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.
- Appreciate stories, songs, poems and rhymes in the language.
- Listen attentively to spoken language and show understanding by joining in and responding.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- 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.

Reading and Writing:

- Describe people, places, things and actions in writing.
- 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.
- Write phrases from memory to express ideas clearly.
- Read carefully and show understanding of words, phrases and simple writing.
- Appreciate stories, songs, poems and rhymes in the language.

Planning/Assessment

At St. Ursula's, a Spanish specialist plans, teaches and assesses the lessons and children. The children are assessed against the National Curriculum targets, which can be seen on the Spanish National Curriculum document. Spanish is taught through a narrative. Each lesson is a story and the children are taught about their topic by following their character through different stories, songs, and poems. In doing so, Spanish comes alive for the children; they can see the vibrant nature of the language. This fosters within the children a problem-solving approach, giving them opportunities to work out language use for themselves in a supportive context where risk-taking and creativity are encouraged, and there is an emphasis on having fun with the new language.

Within our school, we go beyond the language. We celebrate the culture of Spain. Through organising workshops celebrating Spanish traditions, holidays, music and dance, the children have a more enriched view of the language. The language is taught and understood in its nature context.

Monitoring Spanish teaching – Staff development

Spanish is monitored on a termly basis. The Subject Leader looks at planning, observes lessons, communicates with the Spanish specialist and ensures that Spanish is present throughout the whole curriculum. When appropriate it is also

possible that the Subject Leader will seek the support of a specialist teacher in a secondary school to evaluate particular areas of the curriculum such as developing the pupil's written Spanish.

Each member of the teaching staff has responsibility to ensure that Spanish is included across their curriculum where appropriate. Each teacher has been provided with a Spanish handbook and has access to the assessment levels provided by the Spanish Specialist. As part of their own personal development, teachers are encouraged to observe the specialist to gain expertise and ideas.

Differentiation - Inclusion

St. Ursula's prides itself on providing fully inclusive lessons. No child is excluded by reason of a learning difficulty, or because they have English as an additional language. Experience has indeed shown that such children can derive particular benefit from taking part in Modern Foreign Language learning activities. It provides opportunities for EAL children to shine, to teach, model and share their bilingualism (or trilingual for some!). It can be a real celebration of their heritage; as well as raising self-esteem and confidence. Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. Work is differentiated as appropriate to the needs of individual children. Pairs and groups for collaborative work may be made up in different ways, depending on the task.

Resources

Every teacher has been provided with an Oxford Spanish handbook. This book is filled with basic and appropriate vocabulary for teachers to use during any lesson.

The Spanish specialist uses:

- Story book
- Puppets
- Music

Every child has a Spanish workbook.