



Rudston Primary School

Modern Foreign Languages Policy

Date: October 2020

Subject Lead: Mr B. Thomas

This policy and all school policies are produced in accordance to guidance set out in our school legislation and guidance policy.

Approved By Governors: December 2020

Review: October 2022

Our Mission Statement:

To develop a love of learning,
enabling all children to reach their full
potential.

* Respect * Resilience *
* Responsibility * Enjoyment *
* Challenge *

Safeguarding Statement:

“Rudston Primary School is
committed to safeguarding and
promoting the welfare of children and
young people and expects all staff
and volunteers to share this
commitment.”

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2020

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Introduction

This document deals with the teaching of Modern Foreign Languages in relation to the National Curriculum 2014 Programmes of Study. It has been written after consultation with colleagues throughout the school.

1. Curriculum Statement

1.1. Intent

The 2014 National Curriculum for Modern Foreign Languages aims to ensure that all children:

- *Understand and respond to spoken and written language from a variety of authentic sources.*
- *Are able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and that they are 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 writing in the language studied.*

At Rudston Primary School, we believe that learning a modern foreign language provides a valuable educational, social and cultural experience for our pupils. We want to expand their personal horizons, instil in them a love of learning and to foster inquisitive minds, resilience, self-motivation and respect for all.

At Rudston we are committed to teaching Spanish to every child from Year 2 to Year 6. By learning another language, we give our children a new perspective on the world, encourage them to understand their own cultures, their own languages, and that of others.

Children leave Rudston, with confidence in sharing their Spanish skills, as well as understanding and respect for the Spanish culture, lifestyle and custom. At Rudston we believe that through our Spanish curriculum we prepare our children for the next steps in their education and for the future beyond.

1.2. Implementation

We do the following in order to deliver our curriculum in MFL:

From Year 2 onwards, we follow a set scheme of work, planned for, resourced and delivered by SIL.

- Years 2 - 6 receive one 30 minute session per week with Maria, our FLT

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Each session consists of songs, vocabulary games, speaking and listening tasks and some writing.

Lessons are designed to build upon previous knowledge from unit to unit, as well as year group to year group. This allows children to leave Rudston with a great basic understanding of Spanish and the confidence to use it.

Teachers are provided with detailed plans and resources that are used within lessons. These are then used to revisit learning as much as possible between Spanish sessions.

Each Spanish unit is ended with an assessment, carried out by the FLT, that allows all children to display understanding of vocabulary and speaking and listening skills. These judgements are then shared with the class teacher who will discuss why particular judgements have been made.

1.3. Impact

Our MFL curriculum ensures that children develop their knowledge of where different languages, including the range of home languages spoken by the families of the school, as well as Spanish, are spoken in the world.

Topics are revisited each year with an added skill or challenge. This ensures that each topic is revisited regularly to embed each learning objective. The lesson structure each week also allows time to revisit the previous week's knowledge and build upon this

Throughout their topic, children will be provided with opportunities to prove their knowledge and skills both in written and verbal forms. The children's abilities are expertly assessed by our Spanish teacher, Maria on a termly basis. Alongside the MFL team from School Improvement Liverpool, subject and school leaders monitor the impact of our curriculum provision through completing regular monitoring, including pupil voice.

2. Curriculum Planning

Year 2 & KS2

Key language skills all pupils will develop:

- *Listening attentively to spoken language and show understanding by joining in and responding*
- *The exploration of the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.*
- *To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- *Speaking in sentences, using familiar vocabulary, phrases and basic language structures.*
- *Developing accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.*
- *Presenting ideas and information orally to a range of audiences*

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- *Reading carefully and show understanding of words, phrases and simple writing*
- *Appreciation of stories, songs, poems and rhymes in the language*
- *The broadening of their vocabulary and develop their ability to understand new words that are introduced into familiar written material*
- *Writing phrases clearly.*
- *Describing people, places, things and actions orally and in writing.*
- *To understand basic from memory, and adapt these to create new sentences, to express ideas 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.*

3. Differentiation and Equal Opportunities

In line with our school's SEND & Inclusion Policy, all pupils irrespective of race, gender and disability, should be allowed to achieve the level of success and self-esteem they deserve. Equal opportunity will be reflected in tasks, outcomes and grouping situations, allowing each child to progress at his / her own level.

4. Assessment

Assessment opportunities will monitor progress, measure attainment and to inform future planning. Each Spanish unit is ended with an assessment, carried out by the FLT, this allows all children to display understanding of vocabulary and speaking and listening skills. These judgements are then shared with the class teacher who will discuss why particular judgements have been made.

5. Cross Curricular Links

5.1. Geography:

Through the teaching of Spanish children become familiar with Spanish speaking countries, geographical similarities and differences to their own locality as well as cultural similarities and differences.

5.2. SMSC:

Spiritual

- Encouraging children to discover more about and be empathetic to the cultures and beliefs of others and challenge stereotypes where necessary.
- Children explore emotions through language.
- Promotes self-esteem.

Moral

- Stereotypes and intolerance are challenged through the teaching of language and culture.
- Encourage respect for other people, their language and culture.

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Social

- Children work independently and collaboratively during group Spanish tasks to develop the language e.g. role play, singing, playing games.
- Experimenting and taking risks with the foreign language allows pupils to develop their understanding from their mistakes and develop their resilience.
- Children's social skills are developed through group activities and communication exercises.
- Listening skills are improved through oral/aural work.

Cultural

- Looking at cultural and religious festivals, such as Christmas and the Epiphany. Children learn how these are celebrated in different Spanish speaking countries: the food that is eaten at this time, as well as traditional dress and festivities.
- Looking at similarities as well as differences between countries and cultures in different Spanish speaking countries.
- Children encouraged to develop own opinions of and respect cultures through reflection.
- Opportunities for peer work, role play and singing Spanish songs.
- Working with a native speaker to get an accurate understanding of another culture.

6. Co-ordination

Responsibility for the implementation of the MFL curriculum will be that of all staff. The MFL lead will:

- Liaise with the FLT to communicate timetables and resources back to staff, as well as raise any issues or concerns staff may have.
- Liaise with Jane Halsall (SIL) in regards to monitoring of Spanish at Rudston (to include teaching and written work)
- Conduct pupil voice sessions and feedback to teachers.

7. Policy Review

This policy was written by Ben Thomas in October 2020, and was reviewed by the governors on December 2020. The policy will be reviewed by October 2022.