



Modern Foreign Languages Policy

Wath Victoria Primary School

Reviewed:

September 2021

Date of next review:

September 2023

Intention

At Wath Victoria Primary School, we recognise that as the UK becomes an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages. We believe that high-quality modern foreign languages education should foster pupils' curiosity and deepen their understanding of the world. Our teaching will 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 provides opportunities to use new skills, which can be taken forward into the next stages of their school career and later life.

We follow the National Curriculum objectives for teaching modern foreign languages in our school. These objectives are:

- To understand and respond to spoken and written language from a variety of authentic sources
- 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
- To write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- To discover and develop an appreciation of a range of writing in the language studied.

Implementation

Teaching and learning style

At Wath Victoria we expose children to simple language such as colours and numbers in Key Stage 1. More formal teaching of a modern foreign language (Spanish) will commence in Key Stage 2, this will focus on enabling the children to develop an enthusiastic and positive attitude to the learning of a new language. We will do this by teaching the children to:

- Ask and answer questions both verbally and written in Spanish
- Use correct pronunciation and intonation
- Memorise words and phrases
- Interpret meanings
- Understand basic Spanish grammar
- Use Spanish dictionaries (online and paper-based)
- Work in pairs and groups and communicate in Spanish
- Record sentences in Spanish
- Study the Spanish culture and way of life.

We recognise that children have widely different skills in Spanish, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this by:

- setting tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty, some children not completing all tasks;
- supporting children individually or in groups.

Modern Foreign Languages Curriculum Planning

We use a progression of skills taken from the National Curriculum and the Chris Quigley Essentials curriculum.

Early Years Foundation Stage and Key Stage 1

In EYFS and KS1 we aim to allow children to enjoy a degree of success in learning a new language through a limited use of greetings and simple vocabulary to build awareness of the language. As the children move through their key stage, they will have an increasing cultural understanding by learning about different countries and their people. The vocabulary curriculum for EYFS and KS1 is planned for and delivered in Daily Dashboard and in classroom routines, with occasional classroom resources visible.

Key Stage 2

In Key Stage 2, units of learning in which skills progress, are planned on a two-yearly cycle. Lessons from these units are delivered in one thirty-minute session or in two 15-minute sessions per week. In addition to these discrete units, fluency tasks are included in daily routines such as answering the register using Spanish colours and as Daily Dashboard tasks. Links are made to other subjects where appropriate: for example, numbers in Spanish can be linked to mathematics. Furthermore, during one ten-week themed block of learning each year, MFL is linked to the main History, Geography, Art or Design & Technology elements being taught in that block. Over a two-year cycle, all children will have covered the objectives required within their phases of learning. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge; progression is built into each unit, so that the children are increasingly challenged as they move through the school.

****As of September 2021, Spanish will be incorporated into our KS2 curriculum, transitioning from previously teaching French. As a result, during the academic year (2021-2022), the whole of KS2 will study the same units. These units will consist of basic greetings and will be launched with a Spanish Day by celebrating the European Day of Languages in school on the 27th September 2021. There were many reasons for our change from French to Spanish, one being the fact that the main secondary school, which we feed into, does not teach Spanish on their KS3 curriculum but Spanish. They have agreed to support our transition with expertise teachers and lesson ideas. Furthermore, as a school, we feel our children will potentially have more opportunities to use the**

Spanish language on family holidays for example, than they would have with French.

Modern Foreign Languages and Inclusion

At our school we teach MFL to all children, whatever their ability and individual needs. This accords with the school's curriculum policy of providing a broad and balanced education to all children. Through our MFL teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

Assessment for learning

Children demonstrate their ability in MFL in a variety of different ways. Younger children might, for example, role play greetings and responses; older pupils may produce written work where sentences are written to describe a person's appearance, including accurate spellings and grammar. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

At the end of a unit of learning, the teacher makes a summary judgement about the work of each pupil in relation to the generic skills. This is used as basis for assessing the progress of the child, and this information is passed on to the next teacher at the end of the year.

Resources

Printed MFL resources are stored in the stock Cupboard of Topaz classroom. Planning and classroom resources are saved centrally S:\The WV Way 2021-22\16.Curriculum teams\Curriculum Teams\MFL\Spanish\JA Docs

Monitoring and review

Monitoring of the standards of children's work in MFL is the responsibility of the **MFL** leader. This role involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The MFL team leader evaluates the strengths and weaknesses in MFL alongside the head teacher. This policy will be reviewed at least every two years.

Impact

We believe that teaching a Modern Foreign Language at Wath Victoria Primary School helps to form a sound basis for further language learning at Key Stage 3 and beyond, which supports our move away from French. It also prepares pupils to participate in a rapidly changing world in which work and other activities are often carried out in languages other than English. They will take forward skills that they will be able access in the future, helping them to learn new languages or to improve their competence in an existing language. We believe that increased capability in the use of MFL promotes initiative, confidence and independent learning as well as encouraging diversity within society.

Policy Updated: September 2021
Policy Review: September 2023