

# St. Oswald's C Of E Primary School



## Modern Foreign Languages Policy

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Approved by the Governing Body on: 11<sup>th</sup> July 2023

Signed: \_\_\_\_\_

Policy written by: Michelle Dawson     June 2023

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## St. Oswald's Church of England Primary School

### Modern Foreign Languages Policy

#### Introduction

This policy outlines the purpose, nature and management of the teaching and learning of all aspects of Modern Foreign Languages curriculum at St. Oswald's C of E Primary School. This document describes the aims, and objectives for the teaching of MFL. It has been written by the MFL subject leader and reviewed by the Head Teacher and the Governing Body.

#### The nature of Modern Foreign Languages

Modern Foreign Languages (MFL) is the development of children's linguistic competence. It should be seen as a life-long skill that enables pupils' to express their ideas and thoughts in another language and to understand and respond to its speakers in speech and in writing. Learning a language opens up many avenues of communication and exploration as well as promoting, encouraging and instilling a broader cultural understanding of the world.

#### The National Curriculum

*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."*

-The National Curriculum in England: Key stages 1 and 2 Framework Document. September 2013

For every pupil in Key Stage 2, Modern Foreign Languages (MFL) is a statutory subject. The attainment outlined in the Programme of Study for languages relates to: listening and speaking skills; reading and writing skills and knowledge about grammar

#### *Speaking and listening:*

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns of sound of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions; respond to others; seek clarification and help
- Speak in sentences using familiar vocabulary, phrases and basic language structures
- Present ideas and information orally to a range of audiences
- Appreciate stories, songs, poems and rhymes in languages

#### *Reading and Writing*

- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Read carefully and show understanding of words, phrases and simple writing
- Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary
- Describe people, places, things and actions orally and in writing
- Write words from memory and adapt these to create new sentences, to express ideas clearly

#### *Grammar*

- Understand basic grammar appropriate to the language being studied

### **Aims of Modern Foreign Languages teaching**

Through the teaching of Modern Foreign Languages at St. Oswald's we aim to;

- To develop an enthusiastic and positive attitude to learning another language
- To develop language skills and language learning skills
- To be aware of aspects of their own language and make comparisons with the foreign language, enriching their understanding of both
- To become aware that language has a structure, and that this structure differs from one language to another
- To become familiar with the sounds and written form of a modern foreign language
- To gain enjoyment, pride and a sense of achievement
- To use their knowledge with growing confidence and competence to understand what they hear and read and to express themselves in speech and in writing as well as ask questions

- To increase their cultural understanding by learning about different countries and their people, communicating with children from other countries and working with written materials from those countries and communities
- To explore and apply strategies to improve their learning
- To form a sound basis for further language learning at Key Stage 3 and beyond

### Objectives of Modern Foreign Languages Teaching

- Learn in a positive environment that allows success
- Experience a range of activities, including songs, rhymes and games which provide a stimulated varied approach to language learning and the exploration of sounds
- Be given opportunities to listen to the teacher and native speakers (using audio resources)
- Apply their learning by reproducing sounds themselves and creating phrases and sentences
- develop phonic knowledge about the language
- To engage in conversations; ask and answer questions; express opinions and respond to others
- Begin to recognise and read words and phrases, leading to writing phrases / sentences on a range of topics, some from memory
- Gain an understanding of another culture and learn to look at things from other people's perspectives and appreciate the diversity of languages and cultures
- To broaden their Spanish vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a Spanish dictionary
- To understand basic grammar appropriate to the language being studied, including: feminine, masculine and neuter forms and the conjugation of high frequency verbs
- To understand how to apply the patterns and features of Spanish to build sentences and how these differ from or are similar to English

### Teaching Modern Foreign Languages

Teaching a Modern Foreign Language is not a requirement in EYFS and KS1.

Spanish is taught in Years 3, 4, 5 and 6 by the classroom teachers, pupils receive one session per week. Teaching staff follow the Spanish Curriculum Overview taking guidance from the Primary Language Network

Implementation - Curriculum:

Our school follows the Primary Languages Network scheme of work (Click2Teach/Video2Teach). It is a live scheme which is continually updated and revised in order to meet with current curriculum standards. It holds at its core the Intent, Implementation and Impact of MFL whilst maintaining a 'primary' focus. Alongside the

planning provided, the scheme is supported by accompanying videos, PowerPoints, audio files (spoken by native speakers), links to authentic literature, songs, games, cultural points of reference, seasonal events and cross-curricular links.

The children in KS2 build up their knowledge and skills by working through the language learning stages from Stage 1 in Year 3 to Stage 4 in Year 6. The scheme of work is progressive, with the foundations being laid in Stages 1 and 2, ready for further development and challenge in Stages 3 and 4.

### **Implementation – Teaching and Learning:**

To promote an active learning of languages a range of teaching methods are implemented to ensure that the children are developing their linguistic skills through listening, speaking, reading and writing in order to be secondary ready. Activities can consist of actions, rhymes, stories, song, drama, grammar focus, video clips, air writing, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills. Written work is kept in workbooks, although formal writing is not the outcome of every lesson. The skill of writing is developed through use of whiteboards and air writing leading to writing in books.

### **Impact:**

Our curriculum is planned to demonstrate progression both in core skills and language learning skills. Assessment for learning takes place during lessons in order to evaluate and provide immediate feedback to improve further. Errors are corrected by being 're-framed' and growth mindset is encouragement for all to 'have a go' and learn from any mistakes. Pupils self-assess each learning objective using PLN's self-assessment cloud documents. There are inbuilt opportunities to carry out summative assessment (Puzzle It Out) three times during the year in listening, speaking, reading and writing in order to track progress. The aim is for a core body of language (words and phrases) to be 'left in the sieve' (as quoted by Dr Michael Wardle, HMI Lead for Languages) by the end of each stage.

Through the use of Puzzle It Out assessments and the tracking of results using a spreadsheet, progress can be monitored, and show the impact of language learning. The outcomes of these assessments allow staff to identify any of the core skills which still need developing and any areas of content which need further reinforcement.

### **Modern Foreign Languages and Inclusion**

The teaching of Modern Foreign Languages gives every child a chance to take part and enjoy a new language. In all classes, children have a wide range of abilities and we seek to provide

suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Modern Foreign Languages is a highly inclusive subject however; the overall aim is on enjoyment. At school we teach Spanish to all children regardless of ability and individual needs. It forms part of the school curriculum policy to provide a broad and balanced education to all children and 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 learning English as an additional language (EAL) and those who are gifted and talented.

### Links outside School

We enable all pupils to have access to the full range of activities involved in learning Spanish (MFL). Where children are to participate in activities outside the classroom (a visit to the MFL department at a secondary school for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils

### Assessment

Teachers assess children's work in MFL during lessons and note if children are working towards, working at or exceeding in the Year group objectives. Teachers must input pupil attainment onto iTrack at the end of the Autumn, Spring and Summer Term.

### The role of the MFL subject leader

The main tasks of the subject leader are listed below. The role will include the support of class teachers in supplementing MFL provision in order to improve the quality and continuity of teaching Spanish across the school

The subject leader is responsible for:

- To be responsible for supporting members of staff in all aspects of teaching MFL (Spanish)
- To update resources
- To monitor and evaluate planning and assessment to ensure continuity and progression
- To monitor attainment and progress of pupil (using iTrack)
- To monitor the standards of children's work and the quality of teaching in MFL
- To keep informed of current developments in MFL Policy

### Monitoring and CPD:

The MFL coordinator discusses language learning with the visiting teacher and monitors planning and spoken and written evidence of progress in learning through book scrutiny, pupil voice opportunities and discussion with staff. The lead teacher can access training via the PLN VLE , consultation time, email discussion and through the PLN CPD Journey.

*The MFL Coordinator is engaged with the PLN CPD journey and has attended the Effective Coordination session, regularly attends the Leadership Twilight and is a member of the PLN Forum WhatsApp group.*

*The MFL coordinator attends the annual PLN conference, and can access the PLN Twitter account, the PLN website: [www.primarylanguages.network](http://www.primarylanguages.network), and the PLN VLE blog to obtain current and up to date information. All staff have access to the PLN VLE and all its materials. The PLN VLE school user files can be used to share information between staff and the visiting teacher.*

*Policy last updated June 2023 by Rebecca Wood*