



MFL POLICY

‘Learning a language enriches the Curriculum. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained can make a major contribution to the development of children’s oracy and literacy – and to their understanding of their own cultures and those of others.’

THE KEY STAGE 2 FRAMEWORK FOR LANGUAGES.

Purpose of study

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.

Curriculum Intent

In Spanish lessons, we try to provide children with varied classes, combining the fun of learning a foreign language through song and games with an introduction to more structured teaching of grammar. Emphasis is still placed on listening and speaking. Children read Spanish too, however, and as a rule of thumb, we look to do one written piece of work each half term, be it in books or for exchange with partner schools.

One of our main aims is to help children to see that language learning is nothing to be afraid of – many Spanish words look like English words, for example. The children do not immediately believe the teacher’s assertion that ‘Spanish is an easier, more logical language than English’ but quickly learn, for example, that pronunciation of Spanish words is relatively easy and consistent.

All learners will:

- Access 30 minutes of Spanish a week in KS2 and be able to share introductory Spanish on an informal basis in EYFs and KS1
- Experience a rich and varied Spanish curriculum with emphasis on speaking and listening
- Produce written Spanish at an appropriate level and share some of this work with partner schools
- Learn from staff with fluent Spanish
- Be encouraged to enjoy foreign language learning and see its advantages

Aims and objectives

In Key Stage 2 children nationally have been entitled to learn a language from September 2009.

In MFL, we seek to provide the children with a thorough introduction to a modern foreign language and develop their interest in the culture of Spain and other nations.

Through the teaching of MFL in our school, we aim to:

- Expose children to the language in words and song, giving the opportunity to listen to spoken Spanish and respond to it appropriately
- Reinforce children's knowledge of English
- Allow children the opportunity to read and write Spanish (particularly at Key Stage 2)
- Give children an insight into people, culture, and traditions in Spanish speaking countries
- Familiarise children with strategies they can adapt to the learning of any foreign language
- Make children aware that MFL is an enjoyable subject that has links with their own language!

MFL Implementation

As part of our planning process, teachers need to plan the following:

- A cycle of lessons for each subject, which carefully plans for progression and depth concentrating on the MFL skills suited to the age group;
- Challenging questions for pupils to apply their learning in a philosophical/open manner;
- Use of a variety of resources, to give our children the opportunity to listen to, speak, read, and write Spanish;

The emphasis is on making language learning fun through song and games. However, as mentioned above, the fluency of our staff in Spanish means that some time is also devoted to grammar and pronunciation. The concept of nouns and adjectives having a gender, for example, is quickly introduced.

In Spanish we teach children to 'say what we see' – word endings follow the same rules (unlike the – 'ough' in English, for example) and there is no Spanish equivalent to words like 'perfect' or 'abuse' that can be pronounced differently in our language.

Staff can observe and emulate the good practice of our fluent speakers and use the online materials that we purchase at Our Lady of Lourdes (Purple Mash, Linguascope, Babelzone) to reinforce learning.

Subject content

Key stage 2: Foreign language

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures, and vocabulary. The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English.

A linguistic foundation in ancient languages may support the study of modern languages at key stage

3. Pupils should be taught to:

- Listen attentively to spoken language and show understanding by joining in and responding
- 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
- Speak in sentences, using familiar vocabulary, phrases, and basic language structures
- 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
- Read carefully and show understanding of words, phrases, and simple writing
- Appreciate stories, songs, poems, and rhymes in the language
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things, and actions orally and in writing Languages – Key Stage 2 understands 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.

Teaching and learning methods

We aim to encourage our children to relax and ‘join in’, using interactive techniques in Spanish lessons and displays.

Children learn about aspects of Spanish culture through pictures, song, word games and by working in pairs. In this way, we try to expose children to visual, aural and kinaesthetic learning approaches presented in an enjoyable and non-threatening way. Previous Ofsted inspections at our school have referred to the ‘problem solving’ nature of Spanish activities that children undertake throughout the school – stimulating their thought processes as opposed to simply learning by rote.

Since we started to study Spanish at Our Lady of Lourdes, we have used foreign language assistants, and received visits from Spanish schoolteachers, all of whom have provided linguistic authenticity and an up-to-date insight on life in Spain. We have performed concerts, assemblies and plays and held Spanish Theme Days, which have included Spanish lunchtime menus.

We recognise that we have children of mixed ability in all classes and provide suitable learning opportunities for all by matching each challenge to the ability of the individual.

We do this by:

- Setting common tasks that are open-ended and therefore permit a variety of responses
- Setting tasks of increasing difficulty
- Grouping children according to ability

- Providing resources of different complexity according to the child's ability
- Using classroom assistants to support the work of individual children or specific groups
- Pairing children of varying ability

Curriculum planning

We use various schemes of work and New Curriculum objectives as the basis for our planning, although we adapt this to meet our needs. This adaptable approach, coupled with a planned progression to planning as children move up the school, ensures that children of all ages have the opportunity to develop their skills and meet appropriate challenges according to his or her ability. We use our specialist teacher to provide the children with greater depth knowledge of grammatical aspects of the language, which will prepare them for MFL study at secondary level.

Our curriculum planning is carried out in three phases – long-term, medium term and short-term. Our long-term plans set out the MFL topics studied in each term for each key stage. Medium-term plans follow the QCA schemes of work and give details of each unit of work for each term. The co-ordinator reviews these plans on an annual basis. Short-term lesson plans are provided only on request, e.g. for observation purposes.

EYFS/KS1

Nursery, Reception and KS1 children do receive a simple introduction to Spanish when the occasion presents itself.

Contributions of MFL to other subjects

ENGLISH

MFL promotes the skills of reading, writing, speaking and listening. Frequent use of grammatical terms like adjective and verb reinforces learning in Literacy.

MATHEMATICS

Children are taught number through chanting at first – they are then encouraged to use their knowledge to perform basic operations in addition, subtraction, etc. Children also learn position and shape in Spanish.

ICT

Where appropriate, ICT is used in the teaching of MFL. The internet is used for relevant research/games. Video and audio of Spanish speakers is another popular method of assessing comprehension. Children are recorded for assessment purposes and use flip cameras, for example, to record Spanish conversations. Every teacher PC has *2Simple Spanish* access through Purple Mash.

PE

Children can be encouraged to count in Spanish, e.g. when holding a gymnastic position. Games are often played using Spanish number/colours. Spanish commands, like '¡Vamos!' ('Let's go!') and '¡Parad!' ('Stop!') are employed.

HUMANITIES

Children are taught about cultural, geographical, and historical aspects of Spain, Latin America and the Spanish-speaking world.

Adaptation

It is recognised that all pupils must be given opportunities to show what they know and can do. Recognising the different abilities within a class means that teachers must plan at a class, group, and individual level.

This involves using a range of teaching styles that match the experience of all pupils within the class and begin to cater for different abilities.

Various strategies are employed to allow pupils to achieve:

1. Common tasks, which will expect different outcomes.
2. Stepped tasks, with a common starting point but which aim to extend more able and talented pupils.
3. Grouping, in which pupils work on a task designed for that group.
4. Different resources, same task, which modifies the amount of information given to some pupils.
5. Independent learning - finding answers from a range of resources.
6. Challenges to stretch the thinking of those who have achieved the lesson objective.

EAL

Initial emphasis on speaking and listening aspects of MFL provides our EAL children with a chance to start a subject as 'equals' and build their confidence accordingly. They can also compare and apply strategies used in MFL learning to those they use to develop and improve their English.

Assessment and Recording

Teachers allow for assessment to be made during an MFL lesson using discussion, question and answer techniques and in encouraging pupils to communicate findings to others. This will be recorded in lesson evaluations. At the end of each unit of work in KS2, teachers will record achievement of pupils using our school assessment procedures for the subject. This will identify the expectations for each unit and pupils who achieve at a level above or below these expectations will be identified. This will provide formative assessment and inform future planning needs.

The subject leader keeps samples of children's work that demonstrate the level of achievement in MFL and enables us to measure progress against the New Curriculum and the Sefton LA Assessment Scheme (APPL). Work is kept in the children's exercise books, which are meant to follow them through the school.

Monitoring and Review

Monitoring of children's work and the quality of teaching in MFL is the responsibility of the subject co-ordinator. He/she is also required to support and advise colleagues in the teaching of MFL. The subject

leader also needs to be aware of developments in the subject and provide a strategic lead and direction throughout the school. He/she evaluates strengths/weaknesses in provision of MFL and passes findings to senior management.

He also keeps in contact with local secondary schools, informing them of the school's progress and receiving information from Key Stage 3 teachers.

Resources/outside links

At Our Lady of Lourdes, we use our MFL coordinator as a 'floating resource'. He covers PPA, with class teachers encouraged to use the 2Simple Spanish resource with the children when time permits.

We use a combination of existing school resources, as well as Schools Library loan materials and the Internet, to cover teaching of all MFL units in the QCA Scheme of Work. Resources are kept mainly in the Year 4 classroom stock room area. Our library also contains a good supply of topic-style books that can assist work on Spanish culture and nation. Each Key Stage 2 class has a set of Spanish dictionaries, while each Key Stage 1/Foundation class has picture dictionaries or 'My First Hundred Spanish words'. We encourage our children to talk about their experiences abroad, be it living or holidaying in another country. We make use of ICT links via e-mail and the use of approved websites, e.g. www.linguascope.co.uk, and www.babelzone.co.uk.

We hold the International Schools Award (ISA) and as a result have the means to seek 'pen-pal' arrangements with schools overseas.

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Languages Coordinator