

Modern Foreign Language Policy

September 2020

**Curriculum Statement**

**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.

A high quality languages education should foster children’s curiosity and deepen their understanding of the world. We are committed to ensuring that developing competency in another language enables children to interpret, create and exchange meaning within and across cultures. It also helps children develop skills that will open further opportunities later in life. The teaching of Spanish in KS2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3.

**Implementation**

At Low Road and Windmill Music Federation we have chosen Spanish as our primary language to teach in Key Stage 2, Year 4,5 and 6. We deliver this through a fun interactive programme of study called ¡Hola! Español.

www.jmbeducation.com/spanish/

This scheme provides exciting, challenging and varied teaching resources presented by native Spanish speakers so pupils can hear and then reproduce authentic pronunciation. ¡Hola! Español contains everything we need to teach Spanish at Key Stage 2 and meets the National Curriculum 2014 primary languages requirements.

**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. EYFS, KS1 and KS2 have varied learning experiences, which ensure that languages are celebrated throughout the school community whilst providing a context for language learning and develop the children’s understanding of different cultures.

**Teaching and Learning**

We recognise that language learning in its broadest sense has three core strands - oracy, literacy and intercultural understanding. We also recognise that children should be encouraged to apply their knowledge and that we should equip them with strategies for language learning that they can use in the future, when studying another foreign language.

Through our ¡Hola! Español scheme of work children:

* 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
* broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
* 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
* 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.

We make the lessons as entertaining and enjoyable as possible as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. We build children's confidence through praise for any contribution that they make in the foreign language, however tentative.

We allow for differentiation, with a range of strategies, which include:

* Providing resources and setting tasks of different complexities, matched to the ability of the child.
* Setting common tasks which are open-ended and can have a variety of responses.
* Providing speaking and writing frames to scaffold responses.
* Using a range of questioning.

**Assessment**The children are assessed continually throughout the year, with the teacher giving feedback orally, through marking and verbally. Summative assessments are collected, analysed and acted upon each term according to our school policy.

**Role of Subject Lead**

We have a designated subject leader who is responsible for the maintenance and development of the subject.

They assure quality and standards in the subject by:

* Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary
* Identifying training needs of staff through monitoring and performance management review.
* Acting as a consultant to colleagues on resources, enriched learning possibilities, curriculum changes, classroom teaching ideas.
* Monitoring and evaluating pupils’ work, colleagues’ planning and classroom teaching.
* Analysing subject data to impact on individual and groups outcomes

 **Parents**

Parents are encouraged to inform the school about the languages they speak and these can then be added to the list of the languages celebrated throughout the federation. Parents are always welcome to come and read stories in Spanish and other languages. If they have a particular expertise in languages, we can involve a parent in delivery of lessons/clubs or events or individual support for a specific child.

Parents are encouraged to attend designated class sessions to celebrate and promote intercultural understanding, as well as supporting groups to widen their experience of different cultures.