

CANTRELL PRIMARY AND NURSERY SCHOOL



MODERN FOREIGN LANGUAGE (SPANISH) POLICY

May 2024

At Cantrell Primary and Nursery School, we believe that a high-quality modern foreign language education equips pupils with an understanding of the world and their place within it. We value the celebration of language and culture and encourage all pupils to appreciate and respect the diversity in both our school and the wider community. We want language learning to be memorable and meaningful and aim to develop linguistic skills through a variety of interactive and engaging lessons. We want our children to be able to express ideas and thoughts in another language and understand and respond to its speakers, both in speech and in writing. Pupils will learn new ways of thinking and develop linguistic skills that will lay foundations for further language training. The intent of our language teaching is to equip children not only with the ability to express spoken and written thoughts in another language, but to develop an international and inclusive outlook. Cantrell pupils should leave our school using language to help them think creatively, confidently and curiously. Children must embody our core values; to be ready, resilient, resourceful, reflective and respectful.

1. Intent

This policy document sets out the school's intent, implementation and impact for the delivery of Modern Foreign Languages (Spanish). This policy will be reviewed at regular intervals and updated as necessary by the Modern Foreign Languages Co-ordinator.

1.1 A high-quality modern foreign language education equips pupils to use deep thinking and creativity to understand and change the world.

1.2 The core of MFL is to be able to express ideas and thoughts in another language and to understand and respond to its speakers, in which pupils are taught to explore the relationship between language and identity.

1.3 Through learning about Spanish culture, we hope they will develop an international outlook and an enhanced understanding of their place within the world.

1.4 We intend that through learning Spanish, pupils will develop both an awareness of cultural differences and an appreciation of diversity in society.

1.5 Building on this knowledge and understanding, pupils are equipped for life in modern Britain, in which work and activities increasingly involve using languages other than English.

2. Aims and objectives

The aims and objectives of learning a modern foreign language in primary school are:

- to foster an interest in learning other languages;
- to introduce young children to another language in a way that is enjoyable and fun;
- to make young children aware that language has structure, and that the structure differs from one language to another;
- to help children develop their awareness of cultural differences in other countries;
- to develop their speaking and listening skills; to lay the foundations for future study.

2.2 To achieve this aim we will follow the 2014 National Curriculum for MfL which aims to ensure that by the end of Key Stage 2 all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- 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
- 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.

3. Modern Foreign Languages Implementation - Organisation of Teaching and Learning

3.1 At Cantrell Primary School we teach a foreign language to children in Key Stage 2 for 45- 1 hour weekly. In Year 3, Spanish is taught for 30 minutes weekly. The subject is currently planned and taught by Sara Simón, a qualified Spanish native teacher who is also the co-ordinator.

3.2 A modern foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children. We use a variety of techniques to encourage the children to have an active engagement in the modern foreign language. These include games, role-play and songs (particularly action songs). We use Spanish Interactive Whiteboard resources and the internet to enable children to hear the intonation of different native Spanish speakers and to become familiar with the use of Spanish vocabulary in conversation. We frequently use gesture and mime to accompany new vocabulary in the foreign language, as this serves to demonstrate the foreign language without the need for translation. We emphasise the listening and speaking skills over the reading and writing skills. We also use a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games (realia), as we believe that this serves to reinforce memory. 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 constant praise for any contribution they make in the foreign language, however tentative.

3.3 We organise a number of 'memorable experiences' to help embed our knowledge through experiential learning. These involve: Spanish story times for our younger children from Nottingham University students, activities to support European Day of Languages and language visits to Nottingham University as part of the Outreach Programme.

4. Modern Foreign Languages Curriculum

4.1 The curriculum that we follow is based upon the guidance given in the new revised National Curriculum, the QCA Scheme of Work for Spanish at Key Stage 2 and the 'Lightbulb Languages' Scheme of work.

- to speak competently and creatively for different purpose;
- to understand, recall and respond to speech;
- to participate in conversation;
- to explore ideas through role play;
- understand basic grammar;
- use dictionaries;
- work in pairs and groups and communicate in Spanish;
- to look at life in another culture.

5. Modern Foreign Languages Impact

Inclusion

5.1 At Cantrell we ensure that supporting topic resources are readily available in each classroom. These must include: Spanish dictionaries; maps of key countries; key vocabulary and flags; multi-sensory learning opportunities must be planned for. Ensure to provide opportunities for visual, auditory and physical learning experiences such as listening tasks, talking with talk partners, matching images, physical games.

5.2 At Cantrell we teach a modern foreign language to all children, whatever their ability. Through our modern foreign language teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

5.3 When progress falls significantly outside the expected range, the child may have special educational needs. Through adapted teaching style and organisation, we can take additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

6. Assessment and recording

6.1 We assess the children in order to ensure that they make good progress in this subject. We do this informally during the lessons through observation, questioning and self-assessment using "RAG" learning objectives. This helps the practitioner to note what the children can do and what they need to do next. Formally, we have recently introduced end of unit quizzes and end of unit summaries which are used to inform the teacher what areas the children remember and forget and whether the planning needs to be adapted.

7. Resources

- Lightbulb languages activities
- MFL teacher's own flashcards and PPT
- Puppets and soft toys
- Songs & videos on the internet
- Spanish dictionaries
- Use of realia and Spanish traditional board/card games when suitable.

8. Monitoring and review

8.1 Teaching and learning in Spanish is monitored by a subject coordinator. The subject coordinator reports to the governing body upon the progress of children in Spanish.

8.2 The MFL lead should liaise with the local secondary school, so that they are aware of the modern foreign language experience of our children when they move to the next phase of their education.