

Greenvale Primary School Modern Foreign Languages Policy

1. Introduction

This policy outlines the purpose, nature and management of the teaching and learning of all aspects of the Modern Foreign Languages curriculum at Greenvale Primary School. This document describes the aims and principles for the teaching of MFL.

2. The Nature of Modern Foreign Languages

Modern Foreign Languages is the development of children's linguistic competence. It should be seen as a life-long skill. Learning a language opens up avenues of communication and exploration as well as promoting, encouraging and instilling a broader cultural understanding.

3. The National Curriculum

For every pupil in Key Stage 2, Modern Foreign Languages is a statutory foundation subject. The attainment targets outlined in the Programme of Study for Languages relate 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 and sound of language through songs and rhymes and link the spelling, sound and meaning of the words.
- Engage in conversations; ask and answer questions; respond to those of 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 the language.

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.

4. Aims

1. Develop an enthusiastic and positive attitude to other languages and language learning;
2. Develop language skills and language learning skills;
3. Raise awareness of aspects of their own language and make comparisons with the foreign language, thereby enriching their understanding of both;
4. Become aware that language has a structure, and that this structure differs from one language to another;
5. Become increasingly familiar with the sounds and written form of a modern foreign language;
6. Gain enjoyment, pride and a sense of achievement;
7. 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;
8. Increase 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;
9. Explore and apply strategies to improve their learning;
10. Form a sound basis for further language learning at Key Stage 3 and beyond.

5. Objectives

1. Learn in a non threatening environment which builds upon positive achievements;
2. Experience a range of activities, including songs, rhymes and games, which provide a stimulated and varied approach to language learning;
3. Be given opportunities to listen to the teacher, to songs and rhymes, to each other and to native speakers;
4. Apply their learning by reproducing sounds themselves and creating phrases and sentences;
5. Develop phonic knowledge about the language;
6. Begin to recognise and read words that they have already encountered in the development of their oracy skills;
7. Write simple words and phrases using a model and, with increased competence, write more complex sentences on a range of topics, some from memory;
8. Develop the ability to recognise rules or patterns in a new language and relate it to their existing understanding of their own language(s);
9. Gain an understanding of another culture and learn to look at things from another



- person's perspective. Show an awareness of the similarities and differences between peoples and appreciate the diversity of languages spoken within the school;
10. Use their knowledge about the way language works and apply their knowledge when learning a new language;
 11. Become aware of how they learn and be able to plan to use specific strategies for particular tasks.

6. Organisation and time spent on teaching

Years 3-6 are taught one MFL lesson every week by the MFL Coordinator. Each lesson lasts for 40 minutes.

7a. Cross-Curricular Links

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding in other curriculum areas. An understanding of the structure of a new language enhances the children's understanding of their own language and so links closely to the Literacy Curriculum. In addition, there are opportunities to link to PSHE & Citizenship, Geography and RE curricula in terms of the development of positive attitudes towards, and knowledge of, other cultures and countries.

7b. Computing

Greenvale Primary is increasingly using ICT to enhance the teaching and learning of Modern Foreign Languages.

- For presentation and delivery of lessons: The MFL teacher uses Languagenut to support the delivery of Spanish lessons. Powerpoint presentations along with a variety of authentic materials in the form of video clips and songs enhance language learning. Children's work is also shared on the Interactive Whiteboard to share language learning successes and common errors.
- For practice and interaction: Children access a variety of online resources using chromebooks and ipads. They are used to reinforce vocabulary as well as to research and present information on different Spanish topics.

8. Teaching Methods

1. Sharing the objectives and the success criteria with the class and ensuring the pupils know what they are learning;
2. Presenting a language model for oracy and literacy skills;
3. Practising and producing language individually, in pairs and in groups;
4. Using a variety of learning activities including songs, stories, games, role-play, drama and interactive ICT;
5. Relating aspects of the new language to children's existing knowledge;



6. Exploring the differences and similarities between the new language and any language they already know;
7. Relating aspects of the new language to children's existing knowledge and awareness of grammar and grammatical terms in their own language;
8. Teaching of the phonics of Spanish as well as some simple understanding of tenses.
9. Teaching the use of bilingual dictionaries and other strategies for word recognition
10. Learning about Spain and Spanish speaking countries and their traditions and festivals.

9. Teaching Plans

Spanish lesson plans are produced by the MFL Coordinator and are in line with the school's planning policy. They are designed to meet the targets of the KS2 Programme of Study for Languages. The Scheme of Work has been created by the MFL Coordinator to ensure it is progressive and allows repetition to embed language learning. The Scheme of Work used elements of 'La Jolie Ronde Spanish' as a guide for topic coverage and progression.

10. Assessment, moderation, recording and reporting

We assess the children in order to ensure that they make good progress in this subject. Most assessment is formative and is used to support teaching and learning and inform future planning. These informal assessments will be used to identify gifted linguists and those requiring extra support. Summative assessments in the form of a piece of writing or an oral presentation take place periodically throughout the year allowing pupils to be assessed against the following level descriptions:

- Listening and Responding
- Speaking
- Reading and Responding
- Writing

11. Resources

Currently Greenvale relies on an HLTA to provide MFL lessons using a mixture of school planning and resources available through Linguagenut. General resources, such as books, CDs and DVDs of music for Spanish are kept in the 'Jungle area' next to the school library. The Scheme of Work and created resources are stored in a digital Spanish folder on Google Drive in the School's Shared Planning Drive.



12. Inclusion

The teaching of Modern Foreign Languages gives every child a chance to take part and enjoy a new language. It can provide a boost to those children who have difficulties in other areas of the curriculum. Some children have previous experience of learning a modern foreign language and can apply the skills and strategies they have learnt. 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. MFL is a highly inclusive subject, however, and despite our principal aim of developing children's knowledge, skills, and understanding, the initial focus will be on enjoyment.

At Greenvale, we will teach MFL to all KS2 children, whatever their ability and individual needs. MFL forms part of the school curriculum policy to provide 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 (EAL), and we take all reasonable steps to achieve this.

13. Equal Opportunities

In keeping with the school policy on Equal Opportunities the teacher will be aware of the different and individual needs of each child with regard to the physical, emotional, behavioural and learning needs, as well as any special abilities and any needs that may arise as a result of race or gender. Positive images of languages being spoken by people of both sexes will be promoted.

14. The Role of the MFL Coordinator

The main tasks of the coordinator are listed below. Increasingly, the role may include the support of class teachers in supplementing MFL provision in order to improve the quality and continuity of Modern Foreign Language teaching across the school.

The coordinator is responsible for:

1. Managing the implementation of the MFL policy.
2. Updating the policy and scheme of work.
3. By ordering/updating/allocating resources.
4. Providing support and training to the non-Spanish-specialists.
5. Keeping up-to-date, through reading and attending relevant courses, and by developing links with external agencies.
6. By taking an overview of whole school planning to ensure that there is continuity between year groups and that progression is taking place.
7. Discussing teaching and learning and liaising with the class teachers to keep



them informed.

8. Discussing progress in MFL and any issues as they arise, with the class teacher;

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