



Brinsley Primary and Nursery School
Learn today, be a star of tomorrow

School Policy for

Modern Foreign Languages

Person Responsible: G Bland

To be reviewed: December 2023

Rationale

“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.” (NC14)

We believe that many children really enjoy learning to speak another language and that the earlier a child is exposed to a foreign language, the faster the language in question is acquired. Also, an advantage of introducing a new language at primary school is that children tend to be less self-conscious about speaking aloud at this stage of their development. Furthermore, it is widely accepted that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life. Language lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children’s ideas in this area as well as giving them a new perspective on their own language.

At Brinsley Primary School each KS2 child receives 30-60 minutes of teaching per week in Spanish, split between a timetabled Spanish lesson, and short practice opportunities throughout the week, e.g. when lining up, during the register etc. Class teachers are encouraged to make strong cross curricular links between Spanish and all aspects of school life.

In teaching MFL, we aim to...

- foster an interest in, and to stimulate and encourage children’s curiosity about other languages.
- introduce children to another language in a way that is enjoyable and fun.
- encourage children to be aware that language has structure, and that the structure differs from one language to another.
- help the children develop their awareness of cultural differences in other countries.
- develop their speaking and listening skills.
- lay the foundations for future study.
- raise staff awareness of and competence in Spanish.

The MFL curriculum

Spanish is the modern foreign language that we teach in our school. This decision was made after discussions with our local secondary school. The curriculum that we

follow is based on the National Curriculum 2014. We teach the children to develop an understanding and to gain confidence in:

- Asking and answering questions both verbally and in writing;
- Using correct pronunciation and intonation;
- Memorising words;
- Interpreting meaning;
- Understanding basic grammar;
- Working in pairs and groups to communicate in the other language;
- Making linguistic links with other topics across the curriculum;
- Looking at life in another culture.

During the first year of teaching Spanish in KS2, all year groups will follow the Year 3 scheme of work. The following year, Year 3 will follow the Year 3 scheme and Years 4-6 will use the Year 4 scheme. This will continue until the fourth year of teaching when all classes will be using the scheme for their own year group.

Year 3 topics:

- ¡Hola! ¿Qué tal?
- Vamos a contar
- Los colores
- En mi estuche
- Mi familia y yo
- Mi bandera

Year 4 topics:

- En el parque de animales
- ¿A qué fecha estamos?
- ¿Tienes hambre?
- ¿Qué tiempo hace?

Year 5 topics:

- Números grandes
- Los planetas
- ¡Describimos!
- Me encantan los deportes
- ¿Qué hora es?

Year 6

- En mi pueblo

- Así soy yo

Implementation and Organisation:

- The class teacher teaches Spanish using the Lightbulb Languages scheme of work for 30-45 minutes per week. The lessons focus on introducing new topics and vocabulary. This time includes language practice throughout the week, e.g. when lining up, during the register etc.
- There is a dedicated area in each KS2 classroom, where vocabulary and visual prompts relevant to the current topic are on display for the children to refer to and for the class teacher to utilise.
- The curriculum leader ensures the central Spanish curriculum file is regularly updated with resources which will aid the class teachers.
- In advance of each topic being taught, medium term plans are regularly uploaded onto the shared drive, together with relevant vocabulary lists and sound files to enable the class teachers to familiarise themselves with them. Advice can also be given on demand to the class teachers with regards to understanding and pronunciation.

How do we measure the impact of our MFL provision?

The lesson structure each week allows time to revisit the previous week's knowledge and build upon this.

Children work together to fill in 'I can' statements which link to the learning objectives after each topic is taught. This monitors progress in Spanish and informs of gaps which need to be revisited. These assessments are revisited during the year to ensure that language has been retained.

Subject and school leaders monitor the impact of our curriculum provision through completing regular monitoring, that includes listening to the voice of our children.

Equality

- All pupils, regardless of race, gender, culture or disability have the opportunities to develop their skills in MFL.
- The school promotes equal opportunities and fairness for language learners, being aware that pupils bring into school different experiences, interests and strengths which will influence the way in which they learn. Taking these into consideration

when planning and delivering the lessons, allows all children to participate fully and effectively.

- Teaching MFL is a vital way to promote positive attitudes to cultural diversity.
- Children with SEN are encouraged to participate fully in lessons with the necessary support and differentiated resources are used, where appropriate, to enhance their learning.