

MFL

Subject Policy



What is MFL?

MFL is an abbreviated form for Modern Foreign Languages.

Our definition for KS2-MFL enables pupils to express their ideas and thoughts in another language, and to understand and respond to its speakers. Our language culture is based around how we relate and behave towards one another. Through cultural diversity, MFL demonstrates how we can communicate differently.

A curriculum based upon children linguistically learning about the broader world, developing a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language offers the children the opportunity to explore relationships between language and identity, by developing a deeper understanding of other cultures and the world around them with a better awareness of themselves, others and cultural differences. Increased capability in the use of languages promotes initiative and independent learning and encourages diversity within society.

The study of MFL teaches children to express themselves in new ways. This will develop their immediate sense of belonging to the wider world and will start to prepare them for future opportunities in modern life, enabling them to become life-long learners.

Intention

"Language is the road map of culture. It tells you where its people come from and where they are going."

Rita Mae Brown

"One language sets you in a corridor for life. Two languages open every door along the way."

Frank Smith

East Markham intends to use the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.






The intent is that all content will be continuously updated and reviewed annually, creating a dynamic programme of study that will be clearly outlined in both long-term and short-term planning. This will ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase and, in so doing, will always be relevant and in line with meeting or exceeding national DfE requirements.

The four key language learning skills; **listening**, **speaking**, **reading** and **writing** will be taught and all necessary **grammar** will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas. In addition, the children will be taught how to look up and research language they are unsure of and they will have a bank of reference materials to help them with their spoken and written tasks going forward. This bank of reference materials will develop into a reference

library to help pupils recall and build on previous knowledge throughout their primary school language learning journey.

The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

Our School Values in Spanish

	<p>Pupils will come to respect the presentation of their work. They will value what it looks like and how they lay it out in their books. This is to ensure it is clear how they have answered the question or written down their answer and also can explain clearly too.</p> <p>They will learn how to respect equipment and the tools needed during their Spanish sessions if needed. This is so that they can be preserved and kept in the best possible condition for their selves and others to use in the future.</p>
	<p>Pupils will develop resilience as at times they might not immediately get the correct answer. They will be resilient and must have a can-do attitude to strive to get the results they want, and accept when this is not the case. They will be flexible and bounce back and relook at their work to try and solve any misconceptions.</p> <p>They will encounter setbacks and unexpected results in their activities and that may not fulfil their expectations immediately. They should recognise that continuing to explore the language and some difficult barriers we might face, will become easier as they become more confident understanding Spanish as a second language.</p>
	<p>Pupils will develop the courage to work independently as they face different challenges within Spanish.</p> <p>They will develop the courage to make decisions on which answer is correct. This can be either written or verbally spoken. They may encounter situations where they must have the courage to accept a result that was not what they intended.</p>
	<p>Empathy is a key skill pupils will develop as they develop their ability to compliment and constructively give feedback to their peers around them. They also must be empathic and reflect on their own work too.</p> <p>Pupils will move away from thinking that there is only one way of doing things. They will learn how others may suggest different methods to find a particular answer. However, they must accept that if each other's methods are different, as long as we get the correct answer, this is acceptable.</p>
	<p>This value will be embedded in the children in all they do. They will be passionate for Spanish and enjoy and thrive from the challenge. They will be passionate about speaking in Spanish and learning about the culture.</p> <p>They will be passionate about learning a second language and this in it self is a skill that will support them in the wider world.</p>

Implementation

All classes will have access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons in KS1 and KS2 which will be taught by class teachers.

Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.

All teachers will know where every child is at any point in their foreign language learning journey.

The planning of different levels of challenge (as demonstrated in the various Language Angels Teaching Type categories) and which units to teach at each stage of the academic year will be addressed dynamically and will be reviewed in detail annually as units are updated and added to the scheme. Lessons offering appropriate levels of challenge and stretch will be taught at all times to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for the language(s) they are learning.

Language Angels are categorised by '**Teaching Type**' to make it easier for teachers to choose units that will offer the appropriate level of challenge and stretch for the classes they are teaching.

Early Language units are entry level units and are most appropriate for KS1 and Year 3 pupils or pupils with little or no previous foreign language learning.

Intermediate units increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to pupils. Intermediate units are suitable for Year 4-5 pupils or pupils with embedded basic knowledge of the foreign language.

Progressive and **Creative Curriculum** units are the most challenging units and are suitable for Year 6 pupils or pupils with a good understanding of the basics of the language they are learning. Grouping units into these **Teaching Type** categories ensures that the language taught is appropriate to the level of the class and introduced when the children are ready. Children will be taught how to listen and read longer pieces of text gradually in the foreign language and they will have ample opportunities to speak, listen to, read and write the language being taught with and without scaffolds, frames and varying levels of support.

Early Language Units (entry level) and Core Vocabulary lessons are designed to run for approximately 30 minutes. Intermediate, Progressive and Creative Curriculum units are designed to run for approximately 45 minutes.

Units, where possible and appropriate, will be linked to class topics and cross curricular themes. Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: **listening, speaking, reading** and **writing**. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge.

Teachers are provided with a **Progression Map** and **Grammar Grid** (downloadable from the "Curriculum Guidance" area of the Language Angels website) to ensure all children are progressing their foreign language learning skills and are taught the appropriate grammar at the right time in their foreign language learning journey. Grammar rules and patterns will be taught by level of challenge:

- We start with **nouns** and **articles** and **1st person singular of high frequency verbs** in **Early Learning** units.
- We move on to the use of the **possessive**, the **concept of adjectives**, use of the **negative form**, **conjunctions/connectives** and introduce the **concept of whole regular verb conjugation** in **Intermediate** units.
- We end with **opinions** and introduce the **concept of whole high frequency irregular verb conjugation** in **Progressive** units.

Grammar is integrated and taught discreetly throughout all appropriate units. Teachers can also use the specific **Grammar Explained** units to ensure pupils are exposed to all of the appropriate grammar so they are able to create their own accurate and personalised responses to complex authentic foreign language questions by the end of the primary phase.

The **Progression Map** shows precisely how pupil foreign language learning across the key skills of **speaking, listening, reading, writing** and **grammar** progresses **within** each Language Angels 'Teaching Type' and also how the level of learning and progression of each pupil is increased as pupils move **across** each subsequently more challenging Language Angels 'Teaching Type'.

The school has a **unit planner** in place which will serve as an overall 'teaching map' outlining for all teachers within the school what each class in each year group will be taught and when it will be taught. Each class in each year group will have an overview of units to be taught during the academic year to ensure substantial progress and learning is achieved. Each teaching unit is divided into 6 fully planned lessons.

- Each unit and lesson will have clearly defined objectives and aims.
- Each lesson will incorporate interactive whiteboard materials to include ample **speaking** and **listening** tasks within a lesson.
- Lessons will incorporate **challenge sections** and desk-based activities that will be offered with three levels of stretch and differentiation. These may be sent home as homework if not completed in class.
- **Reading** and **writing** activities will be offered in all units. Some extended reading and writing activities are provided so that native speakers can also be catered for.
- Every unit will include a **grammar concept** which will increase in complexity as pupils move from **Early Language** units, through **Intermediate** units and into **Progressive** units.
- Extending writing activities are provided to ensure that pupils are recalling previously learnt language and, by reusing it, will be able to recall it and use it with greater ease and accuracy. These tasks will help to link units together and show that pupils are retaining and recalling the language taught with increased fluency and ease.

Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit they will build their knowledge and develop the complexity of the language they use. We think of the progression within the 6 lessons in a unit as **'language Lego'**. We provide blocks of language knowledge and, over the course of a 6-week unit, encourage pupils to build more complex and sophisticated language structures with their blocks of language knowledge.

Pupil learning and progression will be assessed at regular intervals in line with school policy. Teachers will aim to assess each language skill (**speaking, listening, reading and writing**) twice throughout each scholastic year to be able to provide reference points against which learning and progression in each skill can be demonstrated.

In addition to following the lessons provided in the Language Angels scheme of work and resources, teachers are encouraged to also do some of the following:

- Foreign language celebration assemblies.
- Cookery sessions of traditional foods from the country of the language being studied.
- Fashion shows demonstrating typical / traditional clothing from the country of the language being studied.
- Weather forecasts based on maps from the country of the language being studied.
- School celebrations of national feast days from the country of the language being studied when appropriate to facilitate a whole school approach to foreign language learning along with improved cultural awareness.

Environment

Each classroom has the teacher of that class written in Spanish so the children become familiar with Spanish vocabulary and it becomes second nature to them. There will also be speech bubbles with a sound button that children can access at any time. These will have basic phrases written and spoken to in Spanish for the children to listen and repeat.

Roles and responsibilities

Subject Leader

The MFL subject leader monitors the way their subject is taught throughout the school by:

- Learning walks
- Pupil voice
- lesson observations
- teacher interviews
- Language and Cultural 'wow' days.

The MFL subject leader has the responsibility for monitoring the way in which resources are stored and managed. They provide ongoing CPD such as linguistic up-skilling and methodology training to support its delivery, as well as detailed lesson plans linked to resource templates with audio recordings of stories and rhymes read by a native speaker to ensure the highest quality of teaching and learning.

Teaching Staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Staff will ensure they are using the correct vocabulary for their year group. They will be confident with their subject knowledge and are aware of the expectations for key endpoints of the previous/ next year groups and also the end of key stage. They will keep up to date with current research (supported by the subject leader).

Teaching and Learning Overview

Our whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

The National Curriculum for languages aims to ensure that 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 authentic writing in the language studied.

By the end of key stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. 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

Organisation and planning

How do we teach Spanish

Our aim is to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

Our lessons are structured so that the children can work through 5 key concepts of Spanish; **speaking, Listening, Reading, writing and grammar**. This is how we define them:

Speaking- *to listen attentively to spoken language and show understanding by joining in and responding. To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. To speak in sentences, using familiar vocabulary, phrases and basic language structures. To*

develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. To present ideas and information orally to a range of audiences.

Reading- *to appreciate stories, songs, poems and rhymes in Spanish to broaden vocabulary and develop the ability to understand new words that are introduced into familiar written material, including through using a dictionary.*

Writing- *to write phrases from memory, and adapt these to create new sentences, to express ideas clearly. To describe people, places, things and actions orally and in writing.*

Grammar - *to understand basic Spanish grammar, including feminine and masculine form; key features and patterns of the language and how to apply these, for instance, to build sentences and how these differ from or are similar to English.*

At East Markham we follow the Language Angels Scheme. The lesson plans are designed to be 30 minutes in length for all year groups. There are follow-up activities to each lesson to increase the exposure time in a week. The lessons are designed to be progressive and build upon prior learning, moving from word to sentence level over the four years to develop the complexity of the language they use.

The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

Each class has a timetabled lesson of at least thirty minutes per week.

Spanish lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games (which pupils can access from home to consolidate their learning)
- Songs & raps
- Differentiated desk-based consolidation activities
- Worksheets (at three different levels of challenge) are provided throughout each teaching unit and can be used in class or can be sent home to be completed as a homework exercise

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).

F2	Year 1	Year 2
N/A – Using basic Hello/Goodbye in Spanish.	Greetings (E)	Fruits (E)
N/A – Using basic Hello/Goodbye in Spanish.		
N/A – Using basic Hello/Goodbye in Spanish.	Number 1-10 and Colours (E)	Vegetables (E)
N/A – Using basic Hello/Goodbye in Spanish.		

N/A – Using basic Hello/Goodbye in Spanish.	Shapes (E)	Ice-Cream (E)
N/A – Using basic Hello/Goodbye in Spanish.		

Below is an example outline of the units we will cover throughout KS2:

Year 3	Year 4	Year 5	Year 6
Phonics Lesson 1 (C) & I'm Learning Spanish (E)	Phonics Lesson 2 (C) & Presenting Myself (I)	Phonics Lesson 3 (C) & Do you have a Pet?	Phonics Lesson 4 (C) & At School (P)
Seasons (E)	Family (I)	What is the Date (I)	Regular Verbs (P)
Ancient Britain (E)	Goldilocks (I)	The Weather	The Weekend (P)
Fruits of Vegetables (E)	Habitats (I)	Clothes (I)	World War II (P)
Ice-Creams (E)	Classroom (I)	Olympics (I)	XXX - SATS
Musical Instruments (E)	My Home (I)	Planets (P)	Me in the World

* **Core Vocabulary** lessons cover; Classroom Commands; Colours; Days Of The Week; Maths Calculations; Months Of The Year; Numbers 1 – 100; Maths Calculations.

Resources

The Language Angels scheme is a fully online resource enabling all teachers in all classes to have instant and continuous access to all the resources they need to teach whichever lesson they choose.

Assessment of Pupil Learning & Progression

Two forms of assessment are available at the end of every Language Angels unit:

1. Peer and self-assessment 'I can do...' grids. A quick and easy way for all pupils in the class to record which units they have completed and the progress they are making.
2. More detailed skills-based assessments using bespoke skills assessment worksheets. This form of assessment enables us to determine the learning and progression of all pupils in the key

language learning skills as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2.

Monitoring and evaluation

The Subject Leader monitors the effectiveness of the language teaching provided throughout the school via regular termly observations with feedback given to teachers delivering foreign language lessons. The Subject Leader and class teacher will together monitor the learning and progression made by pupils across the key stage.

Inclusion

East Markham Primary School is a fully inclusive school which welcomes all pupils, including those with special educational needs or disabilities. Everyone ensures inclusion through the school's policies for curriculum, marking, teaching and learning, positive behaviour, child protection and equality. They are responsible for ensuring that these are implemented effectively throughout the school.

Impact

"To learn a language is to have one more window from which to look at the world."

Chinese proverb.

MFL is a subject that we are proud of and its impact can stretch wider when its value is recognised. Our children will leave East Markham School having a depth of knowledge across the five key linguistic concepts; speaking, reading, listening, writing and grammar. They will have learnt knowledge and skills, through high-quality teaching, which can support them through later life. They will understand other cultures and knowing that there are many similarities as well as differences between people, is so valuable in a society from many different backgrounds.

We hope MFL takes them to places they never imagined they could go.....

"If you talk to a man in a language he understands, it goes straight to his head. If you talk to him in his own language, that goes to his heart."

Nelson Mandela.