



Modern Foreign Languages (MFL) Policy

Subject Leader(s): Amanda Stephens, Frances Murgatroyd

The importance of MFL

Learning a Modern Foreign Language (MFL) provides an opportunity to communicate more effectively with others and supports an understanding of what it is like to be a global citizen. It gives the children an understanding of living in a multicultural society which gives more insight and tolerance to other cultures and fosters curiosity about the wider world. At Walkley, the language taught is Spanish. This provides the foundation for learning further languages at Secondary School.

Intent: what is our curriculum aspiring to achieve?

Aims and objectives

Our aims and objectives in modern foreign language (MFL) teaching and learning are as follows and in accordance with the KS2 framework for languages:

- to give every child the opportunity to study a foreign language
- to develop their interest in the culture of other nations
- to develop language learning skills which will lay the foundations for future study
- to develop speaking and listening skills in the foreign language
- to develop reading and writing skills in the foreign language

Implementation: what do we do to deliver our intent?

Throughout KS2 we adopt the following approach:

- Provide one-hour MFL per week
- To use a multi-sensory approach to language teaching in order to foster children's interest and enjoyment in language learning.
- To give the children the opportunity to learn using authentic resources

In KS2 we follow a scheme of work created by the Primary Languages Network.

This scheme has a simple and clear progression of the four skills of language learning (**listening, speaking, reading and writing**).

In Year 3 children are taught according to Stage 1. They learn how to understand a few familiar spoken words and phrases, how to say short simple phrases and read a few familiar words out loud. In Year 4 children follow Stage 2. They begin to understand a range of familiar spoken phrases and learn to ask and answer simple questions. By the end of Year 4 they learn to be able to spell some familiar written words and phrases accurately.

In Year 5 and 6 pupils follow Stage 3 and 4. Building on the knowledge and skills they have pupils learn how to understand the main points from a series of spoken sentences, moving onto understanding details from a short-spoken passage. By the end of Year 6 pupils will be able to take part in a simple conversation and express simple opinions.

Throughout all four stages, teachers promote engagement and curiosity during Spanish lessons. Through a varied approach pupils grow their confidence and abilities. All teachers are empowered to teach Spanish effectively using high quality resources, videos, games and tasks tailored to support learning.

Curriculum Planning

The language we focus our teaching on at Walkley is Spanish from Year 3 through to Year 6.

We deliver a curriculum using the Primary Languages Network scheme which is underpinned by the key strands of the Framework for Languages. The three progressive core strands for teaching and learning are:

Oracy: This includes the key skills of speaking, spoken interaction and listening. Children will learn that language is a communicative tool, which is productive.

Literacy: This includes the key skills of reading for pleasure and comprehension alongside writing in a modern foreign language.

Intercultural Understanding: This includes developing an understanding of the countries in which the modern foreign language is studied. For example, children reflect upon celebrations, compare aspects of everyday life and learn about the geography of the countries.

In addition to this, the scheme of learning also accounts for two cross-cutting strands important in developing as language learners which are interwoven through the main strands:

Knowledge about Language: This involves becoming aware of how language is structured whilst understanding how languages are similar and different.

Language Learning Strategies: This involves children becoming aware of the process of learning and reflecting on the ways they are learning and being taught.

 Modern Foreign Language Curriculum Map: Spanish						
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 3	A New Start: Numbers and greetings	Calendar and Celebrations	Animals	Carnival and Numbers	Hungry Giant	Going on a Picnic and Where I Live
Year 4	Welcome to School	My Town, Your Town	Alien Family and Faces	Moving Our Bodies	At the Doctors and Jungle Animals	Summertime
Year 5	Me and My Friends at School	Time in the City	At the Market	Clothes	Out of This World	Going to the Seaside
Year 6	This is Me!	Homes and Houses	Sports	My Best Day Ever!	Tapas Culture	Let's Celebrate!

The contribution of MFL to other subjects

MFL learning builds on the children's knowledge about language acquired through literacy lessons and enables them to use basic numeracy skills in activities such as mental maths and dealing with money in a foreign language.

Impact: how do we ensure that children are learning?

Assessment and recording

- We assess children's work in MFL while observing them working in lessons. In order to assess the children's speaking and listening skills it is imperative to do it during the lesson. The writing work is produced in books and will give an insight into the individual child's understanding of grammar and vocabulary. In upper KS2, books will be used more as the emphasis changes from speaking and listening to reading and writing.
- Children are involved in their own assessment for learning recording their attainment at regular intervals throughout the school year.
- Teachers meet regularly to review assessment evidence of children's work to agree on standards and the implementation of MFL in classes.
- MFL is assessed against the learning objectives and success criteria outlined in the planning. Children are encouraged to take on an active role in the assessment process by stating their opinions discussing their work and identifying what has gone well and what needs further development against the success criteria outlined to them.
- Assessment and progress are evident in children's Spanish books.

Resources

We use a combination of commercially produced resources and resources developed by the staff team in accordance with the scheme of work such as:

- Vocabulary flashcards
- Interactive big books
- Fiction and non-fiction texts
- Games
- Songs
- Authentic cultural resources such as paintings

Responsibilities

- Teaching staff have a responsibility to ensure Spanish sessions are planned, delivered and assessed as outlined in the policy.
- Supply teachers have a responsibility to ensure Spanish is planned, delivered and assessed as instructed by teachers in line with the policy.
- Subject leaders and SLT have a responsibility to monitor whole school application of the Spanish policy by all staff and ensure observed practice is effective. They will also deliver CPD when necessary.

Monitoring and review

The MFL subject leader monitors delivery of the programme through observation and discussion with teaching staff, as well as discussions with children and scrutiny of their written work to ensure consistent and coherent curriculum provision.