



Modern Foreign Languages Subject Policy  
Subject Leader: Maria-Mercedes García  
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## Aims and Objectives

This policy document sets out the school's aims, principles and strategies for the delivery of the Modern Foreign Languages (MFL) curriculum. It will form the basis for the development of MFL in the school over the next four years. It gives guidance on planning, teaching and assessment. This policy is intended to be used in conjunction with the KS2 MFL Framework (as well as the New Curriculum for Modern Foreign Languages). This policy was developed in the autumn Term 2018 by the MFL coordinator (Mercedes Garcia).

## The significance of Modern Foreign Languages

*'Learning a foreign language is 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'* (DFES Statutory Guidance, 2015)

Languages are part of the cultural richness of our society and the world in which we live and work. Learning languages contributes to mutual understanding, a sense of global citizenship and personal challenge and fulfilment. Pupils learn to appreciate different countries, cultures, and people. They explore the similarities and differences between other Spanish and English to gain cultural insight. The ability to understand and communicate in another language is a lifelong skill for education, employment and leisure in this country and throughout the world.

In addition, the learning of a language prepares pupils to participate in a rapidly changing world in which work and other activities are often carried out in languages other than English.

At EPS, we support the view that learning a modern foreign language is an entitlement for all pupils during their time in Key Stage 2. We are therefore committed to the principle that learning another language is appropriate for all children, whatever their ability or special needs.

We believe that many children really enjoy learning to speak another language and also that the earlier a child is exposed to a foreign language, the faster the language acquisition occurs. It is widely accepted that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life. At Epsom Primary, we teach Spanish as it is one of the most widely spoken languages in the world (over 350 million people are native Spanish speakers and the number of Spanish speakers worldwide exceeds 500 million). Spanish forms the basis of many other languages whose roots lie in Latin. (French, Italian, Portuguese etc.). Furthermore, Spanish is becoming more important with regards to business.

At EPS, we also believe that learning a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including key skills of speaking and listening as well as reading and writing, and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others.

## Teaching Strategies

Under the new 2014 National Curriculum, MFL has become a foundation subject at Key Stage 2. At Epsom Primary and Nursery School we teach Spanish from Years 2 (summer term) to 6.

Our main objective in the teaching of a modern foreign language is to promote the early development of linguistic competence. We believe that to accomplish this, we should help the children to do all of the following:

- Increase children's linguistic competence through regular timetabled MFL sessions.
- Familiarise themselves with the Spanish sounds and spellings, and develop listening skills and phonological & grammatical awareness.
- Begin to understand a new language, and communicate in it.
- Learn about different countries and their people and work with materials, thus increasing cultural awareness.
- Develop a positive attitude towards the learning of foreign languages
- Use their knowledge of the foreign language with growing confidence, both to understand what they hear and read, and to express themselves
- Acquire, through all of the above, a sound basis for further study at Key Stage 3 and beyond.

### **Intercultural Understanding**

Pupils will be given opportunities to learn about the culture of the countries where Spanish is spoken, through videos and using the teacher as an information tool.

### **Planning**

All planning is undertaken by the MFL subject leader. It is currently adapted from the KS2 Framework for languages which is used alongside the MFL teacher's own expertise.

Spanish is taught regularly to ensure progression and skills development. As mentioned above, pupils are taught specific skills, concepts and vocabulary in a weekly dedicated Spanish lesson with the MFL teacher who is also a native Spanish speaker.

EPS aims to deliver the requirements of the KS2 MFL framework by linking planning to the framework objectives. This ensures that particular language learning strategies are taught and appropriate skills are practised.

The teaching contents have been taken and adapted from different sources like the guidance material in the QCA schemes of work for Modern Foreign Languages for KS2 (2007) We use a variety of teaching techniques and strategies to encourage children to have an active engagement with the Modern Foreign Language, including games, role plays and action songs. We use real objects, flashcards, active primary/power point presentations, puppets and toys, stories, songs, and a variety of other visual material to introduce the foreign language effectively.

Listening, responding and speaking skills are emphasised although we also work on simple writing and reading skills. A multi-sensory and kinaesthetic approach is used, i.e. a physical element is introduced in most of the games, rhymes and songs as this helps to improve memory skills. We try to make lessons as enjoyable as possible so that the children develop a positive attitude towards learning the foreign language. Children's confidence is built through praise for any contribution they make, however tentative. Children are given Spanish stickers and certificates to acknowledge progress, encourage them to keep up the good work and celebrate achievement. All planning is undertaken by the Spanish specialist teacher.

### **Inclusion**

Primary Language teaching at EPS is fully inclusive. All pupils shall have the opportunity to develop MFL capability. The school promotes equal opportunities and fairness of distribution of MFL resources. Children with other languages at home are encouraged to use them for educational benefit and parents are offered advice about what is appropriate.

Language learning activities are planned to encourage the full and active participation of all pupils. Work is differentiated according to the needs of individual children. Pairs and groups for collaborative work may be made up in different ways, depending on the class and needs of the children.

### **Links with other schools**

Epsom Primary has a strong and successful link with Freeman's School in Ashted, London including visits for competitions.

### **Time Allocation**

Spanish is delivered in sessions of one hour a week to all children from Year 3 to year 6 by the Spanish specialist teacher. In year 2 children are taught in sessions of half an hour a week during the summer term.

Y3: Currently 45 minutes lessons with the Spanish teacher.

Y4: Currently 45 minutes lessons with the Spanish teacher.

Y5: Currently 45 minutes lessons with the Spanish teacher.

Y6: Currently 45 minutes lessons with the Spanish teacher.

### **Class Organisation and Teaching Style**

During Spanish lessons pupils are given the opportunity to work as a class, as individuals, in pairs, and as part of a group. The choice of class organisation is determined by the learning task. By its nature MFL will involve lots of interaction with visual, auditory and kinaesthetic prompts.

### **Progression**

Progression takes the form of increasingly demanding grammatical structures, based around the principle of hubs around simple verbs. For example,

single nouns and adjectives: lápiz/rojo pencil/red

nouns with appropriate adjective & definite or indefinite article: un/el lapiz rojo a/the red pen verbs

in the first person: Yo tengo un lápiz. I have a pencil. Verbs in the third person: El/Ella tiene un lápiz.

He/she has a pencil. Verbs with nouns and adjectives: El/Ella tiene un lápiz rojo.

He/she has a red pencil. Conjugating verbs into past/present: Yo tengo/Yo tenía un lápiz rojo. I have/I had a red pencil.

The children are gradually asked to respond to longer pieces of Spanish. Only oral Spanish is presented at first, with oral responses required. As pupils confidence in speaking, reading and understanding the language grows they will be asked to respond in short writing through a range of activities.

### **Monitoring progress and assessing attainment**

Spanish assessment is done by considering the overall performance of the pupils in the four skills (listening, speaking, reading and writing) and it is used to inform planning and improve teaching and learning. Pupil's performance will tell us whether they are working at age-related expectations. Examples of methods include:

- daily oral interviews, questions and answers
- reading words and sentences in class
- written work in photocopies (fill in the blanks)
- end of the topic oral mini-quizzes (assessment of learning)

### **Resources**

Much of the resourcing for lessons is also found online from websites such as BBC Primary Spanish, MFL Sunderland, Hackney Borough, Rockalingua, Primary Resources: Spanish and the TES online.

The MFL subject leader is responsible for maintaining resources, monitoring their use and organising storage. Resource purchasing is in accordance with normal school procedures and is based upon the MFL budget.

### **Curriculum links**

**English:** The learning of a modern foreign language naturally contributes to the development of our children's listening and speaking skills. It also develops the children's grasp of linguistic features such as rhyme, rhythm, stress and intonation.

**Mathematics:** Children reinforce their time-telling skills by playing time-related games in Spanish. We play number games too, that reinforce their counting and calculation skills, expand their understanding of date, and increase their knowledge about money.

**PSHE:** One of the main benefits to the children of learning a modern foreign language at primary school level is a social one. Those children who have difficulty in reading and writing, but who have good aural and oral skills, will often find that they excel at speaking in foreign languages. This success breeds confidence, which in turn increases self-esteem and gives them a more positive attitude to school in general.

**Spiritual, moral, social and cultural education:** By teaching a modern foreign language, we contribute to the children's cultural education.

They learn that many societies are multi-lingual. We teach them about festivals and customs related to the countries in which the language is spoken. We also give them the chance to hear stories set in the foreign culture.

**Geography:** We ask the children to do research on the different countries in which the particular foreign language is spoken (after they have first found them on a map or a globe). MFL pupils likewise learn about the climate of the countries in which the language is spoken.

**Music:** We teach children songs in the modern foreign language, both traditional and Modern, which helps them develop a sense of rhythm and an ear for melody. We also play them classical music by composers from Spanish speaking countries and sing a traditional Spanish Christmas carols to KS1.

**Art:** We look at the work of famous Spanish and Latin American artists such as Pablo Picasso, Salvador Dali and Joan Miró.

**History:** We teach children about significant historical figures and events in the history Spain and Latin America, particularly through the school's multi-cultural events.

**Science:** Children reinforce their knowledge of parts of the body through related games, such as a Spanish version of 'Simon Says', or 'Head, Shoulders, Knees and Toes'.

**PE:** We teach children dances from the countries in which Spanish is spoken such as Flamenco or Salsa.