



St Anne's Catholic Primary School

Policy for Modern Foreign Languages

Introduction

As part of a new primary National Curriculum, taking effect from September 2014, learning a Modern Foreign Language has become a statutory requirement for children within KS2. St Anne's has taught MFL informally for several years, through after-school clubs, Year 6 lessons delivered by Salesian School MFL teachers as part of links with our local secondary school, lunch time small groups, displays around school and topics within classes.

Aims

- To develop a positive experience of language acquisition and encourage curiosity about languages.
- To develop an understanding of spoken and written Spanish from a variety of authentic sources.
- To speak with increasing confidence, fluency and spontaneity; developing accuracy in pronunciation and intonation.
- To begin to write at varying length, for different purposes and audiences, using grammatical structures they have learnt.
- To extend knowledge of how language works and explore differences between Spanish and English.
- To explore a sense of identity through learning about different cultures and create meaningful links with native Spanish speakers.
- To develop cross curricular links wherever possible (e.g.Y3 Spain topic).

Teaching and Learning Overview

Teaching is in line with the recommendations of the National Curriculum, with modifications in place which allow for the individual and differentiated needs of the children. It takes full account of the different experiences, strengths and interests of the children whilst also complying with the requirements and guidance on inclusion.

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 writing in the language studied.*

Organisation

Spanish in Years 3-5 is taught in a whole-class setting, by the class teacher. Visits from 6th form students of Spanish from Heathside School also provide some Spanish activity lessons in Year 5 to support the class teachers. In Year 6, a Spanish specialist teacher from Salesian School delivers the lessons weekly. Teachers follow plans using the suggested teaching programmes based on the QCA MFL programme of study. The 'Early Start Spanish' resource provides a framework for learning. The lessons are designed to motivate children from the first moment and are mainly practical in focus. They have clear, achievable objectives and incorporate different learning styles. SEN and EAL 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 can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained (at register time, for example). Spanish lessons provide a variety of sources to model the language, use games and songs to maximise enjoyment and make as many connections to real life situations as possible. Lessons focus on speaking and listening. However, when appropriate, children record written work informally in books which are passed through the years and become a portfolio of their learning. This can then be passed on the secondary school. Spanish and French are also offered as part of extra curricular clubs within school.

This table demonstrates the four year cycle of learning at St Anne's. All children are currently in their first year of learning and will progress through the scheme as they progress through the school.

First Year	Second Year	Third Year	Fourth Year
Meet and greet	Revision of Year 3	Countries (flags)	Numbers 1 – 100
Name	Numbers 1 – 31	Weather	Time
Days	Months	Food and drink	Parts of the body
Numbers 1 – 12	Birthdays	Celebrations	Clothes adj. agreement
Age	Family	Class objects	Rooms
Colours	Gender (masc./fem.)	Dictionary skills	Dictionary skills
Alphabet	Pets	High frequency phrases	High frequency phrases
Cognates	Cognates	Cognates	Cognates
Phonics	Phonics	Phonics	Phonics

Resources

The 'Early Start Spanish' scheme 1 & 2 and supporting materials for each year group are uploaded to the staff planning server. (e.g. Singing Spanish, ¡Vamos a Cantar!, learning resources to photocopy) A Spanish school link has been established within Year 4 and pen-pal letters have started to be exchanged to create links with native Spanish speakers.

Assessment and record keeping

Assessment of progress is made by the teacher during lessons through questioning and oral feedback, evaluating against the national attainment targets: Listening and Responding, Speaking, Reading and Responding, Writing.

Children evaluate their learning in their languages portfolio 'Passport to Spanish' booklets which are based on 'I can' statements and linked to content and skills-based objectives. These booklets accompany the children throughout school to record progress and development. The MFL co-ordinator monitors the effectiveness of the procedures implemented.

Monitoring and evaluation

The MFL co-ordinator monitors the planning and delivery of lessons through discussion with colleagues, observations and evaluation. This is fed back to the SLT.

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M Boreham