



Oxford Gardens Primary School

MFL Policy

May 2018

Aims and Objectives

"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."

At Oxford Gardens Primary School we have chosen Spanish as our primary language for delivering the MFL curriculum. Through teaching Spanish our aims are to:

- foster an interest in learning other languages
- introduce the children to another language in a way that is engaging 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 an awareness of cultural differences between their own and other countries
- exploit global learning links and when the opportunity arises
- develop speaking and listening skills
- introduce the children to a range of writing in another language
- lay the foundations for future study

The Learning Objectives

- **Oracy**

Oracy (listening, speaking and spoken interaction) has a more prominent place in language learning than in most if not all other areas of the curriculum. In the early stages, children will spend the majority of their time listening, speaking and interacting orally. This will largely be through the use of songs, rhymes and games. In the first year of language teaching, in this case when the children are in Year 3, they will concentrate on oracy. In Key Stage 2, the main focus of modern language study is practical communication. An emphasis on oracy in the early stages of learning will enable the children to develop basic conversation skills.

- **Literacy**

The literacy skills of reading and writing are supported by, and in turn reinforce, the development of oracy. The literacy objective will have a more prominent role once the children have already learnt Spanish for about a year. By the time they are in Year 4, they should be able to read and write simple sentences which include familiar vocabulary. They may require a frame or model to help them structure meaning. In year 5 and 6, the children should be exposed to a range of short texts for different purposes. They should begin to write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

- **Intercultural understanding**

Intercultural understanding is an essential part of being a citizen. Children develop a greater understanding of their own lives in the context of exploring the lives of others. Children become more aware of the similarities and differences between peoples, their daily lives, beliefs and values. Objectives in this strand can be integrated into language lessons as well as taught separately in non-language teaching time, through other subjects.

In addition, two cross-cutting strands are included:

- 1. Knowledge about Language**

When learning a new language, children reinforce and reinterpret knowledge and understanding gained in learning their first language. Building on their experience of interaction with and in the new language, they begin to increase their understanding of how language works. They compare the new language with English or another language and reflect on similarities and differences. They become aware of rules or patterns in language and begin to apply their knowledge when creating new language.

- 2. Language Learning Strategies**

An important aim of language learning in Key Stage 2 is to familiarise children with strategies which they can apply to the learning of any language. Over the 4 years of Key Stage 2, children should have regular opportunities to identify and apply a range of language learning strategies.

How much of the curriculum time is given to MFL?

As of January 2009, every child in Key Stage 2 learns Spanish. They have one 30-minute Spanish lesson a week. Opportunities to embed the children's understanding of the Spanish language should also be provided at other times. This might be when taking the register, giving classroom commands, through praise, a song or game as a reward etc.

Who delivers MFL?

Every class teacher will be expected to teach Spanish to their class. Planning and resources are saved in the Spanish folder on the staff drive to assist teachers with their delivery. The MFL coordinator can provide support with planning and delivery.

Scheme of Work

In Years 3 and 4 the children follow schemes of work devised by the MFL coordinator. These include medium term plans, resources and audio clips to assist class teachers with their pronunciation. In Years 5 and 6 the children follow the schemes of work designed by La Jolie Ronde which include detailed lesson plans and audio clips.

How should work be recorded?

Due to the emphasis on oracy, not all lessons will need to be recorded. Those that are, will be recorded in pupils' Spanish books. Children will not be given new Spanish books each year, they will be passed on to their new class teacher. Each year, a cover sheet should be stuck in, showing the child has begun a new year. 1 piece of oral learning should be recorded per half term and saved on the MFL padlet.

Assessment

The teacher delivering the lesson is continually assessing and using this to inform their teaching. When children complete tasks in books they should traffic light the learning intention to show their self-assessment. Green for 'feeling confident', orange for 'getting there' and red for 'need more support'.

Resources

Resources are located in the Spanish folder on the staff drive. 'Espanol, Espanol' and 'La Jolie Ronde' will be the main resources used, however, other songs, games, PowerPoints, flashcard activities and useful websites will also be suggested.

This Policy was adopted by the Governing Body at its meeting

On _____.

Signature of Chairperson of Governing Body

_____ .

Signature of Head teacher

_____ .

Review