

Kentmere Academy and Nursery

Policy for Modern Foreign languages



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This policy outlines the teaching and learning of Modern Foreign Languages (MFL) at **Kentmere Academy & Nursery**

The schools policy for MFL is based on the Key Stage 2 Framework for Languages. We believe that learning a foreign language provides a valuable educational, social and cultural experience for all pupils. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

We are keen to promote the introduction of a Modern Foreign Language to all pupils in Key Stage 2.

As a school we have chosen to study Spanish.

The implementation of this policy is the responsibility of all the teaching staff.

Aims

- To develop pupils' communication and literacy skills that lay the foundation for future language learning.
- To develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the target language and English.
- To enhance pupils' awareness of the multilingual and multicultural world and introduce an international dimension to pupils' learning, giving them an insight into their own culture and those of others.
- To provide a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

Objectives

The aims and objectives of learning a Modern Foreign Language in primary school are to:

- foster an interest in learning other languages.
- introduce young children to another language in a way that is enjoyable and fun.
- stimulate and encourage children's curiosity about language.
- encourage children to be aware that language has structure and that the structure differs from one language to another.
- help the children develop their awareness of cultural differences in other countries.
- develop their speaking and listening skills.
- lay the foundations for future study at secondary school.

Teaching and learning

The curriculum will be delivered through the implementation of the Key Stage 2 Framework for

Languages. It will be taught discretely in Key Stage 2 and teachers will be encouraged to use classroom vocabulary in instructions during the day such as taking the register. Teachers in Key Stage 1 may teach some basic Spanish commands and vocabulary as they feel is appropriate to their children.

Teachers should be teaching Spanish for a period of 30 minutes to 60 minutes per week; this can be taught in two or three separate sessions as appropriate. This time will vary according to age group.

Lessons should provide opportunities for speaking and listening, with writing and some reading where relevant.

The children are taught how to:

- ask and answer questions.
- use correct pronunciation and grammar.
- memorise words.
- interpret meaning.
- understand basic grammar.
- use dictionaries.
- work in pairs and groups and communicate in Spanish · look at life in another culture.

Tasks and activities will:

- have clear focus; children should be aware of the LO/SC · have clear, achievable objectives.
- be carefully planned and structured.
- be practical, active and varied to allow for all learning styles.
- involve the use of ICT where appropriate.
- include whole class, small group, pair work and individual work.
- promote success and self esteem.

Prior Learning

Children in KS2 have been learning French up until this year when the curriculum was changed to Spanish.

The teaching in KS2 is based on the guidance material in the QCA scheme of work for Modern Foreign Languages (KS2)

We are currently researching a commercial scheme to buy.

Planning and delivery of the lessons.

The teaching of MFL is currently delivered by an MFL teacher from Wardle Academy. The lessons are planned by the MFL coordinator using the scheme 'La Jollie Ronde'. After each lesson, the children are assessed against the learning objective after every lesson. At the end of every half term, the children are then assessed against the statements on Target Tracker and are graded 'emerging', 'expected' or 'exceeding' depending on how many statements they have met.

Teachers use a variety of techniques to encourage the children to have an active engagement with the Modern Foreign Language, including games, role play and action songs.

Links with other schools and wider opportunities

In future we would like to establish a link with a Spanish school and this will be researched by the MFL Co-ordinator.

Curriculum Links

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas. These opportunities can be exploited through aspects of:

- **English:** development of speaking and listening skills, knowledge and understanding of grammar and sentence construction.
- **Computing:** use of e-mail with schools abroad, materials from the internet and satellite television, video and audio, presentation of data, word-processing.
- **PSCHE:** the multilingual society, knowledge of other countries and cultures.
- **Maths:** counting, calculations, the time and the date, money.
- **Geography:** work relating to the study of other countries, points of the compass, weather.
- **Science:** work on parts of the body, animals, and names of planets.
- **Music:** rhyming, rhythm, singing, composition, world music.
- **RE:** international or multicultural work, celebration of festivals, storytelling, calendars, customs.
- **History:** work relating to the study of other countries, events in history from abroad.
- **Art:** look at paintings and the lives of painters.
- **PE:** physical responses to the teacher's instructions issued in the language being learnt.

Assessment

Teachers assess children's progress informally during the lessons, evaluating progress against the four National Attainment Targets of:

- Listening and Responding
- Speaking
- Reading and Responding
- Writing

Special Education Needs

The needs of all children will be met through differentiated learning and support from teaching assistants as appropriate.

Monitoring and Evaluation

Monitoring of the standards of children's work and of quality of teaching of Spanish is the responsibility of the SLT and supported by the subject leader.

The MFL Subject leader will monitor planning, talk to pupils and observe classroom practice. In addition, the work of the subject leaders involves supporting the teaching of Spanish and informing teachers about current developments in the subject.

Resources

We use a wide variety of resources – many of which are already used in school in other parts of the curriculum, e.g. multi-link and dice. We use songs and stories from different publications.

Due to the curriculum being changed we will be investing in new resources to help support teaching.

There are commercial schemes of work which can also be followed. The Interactive Whiteboard, flashcards and real artifacts are used for many aspects of teaching MFL.

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Signed:  Sarah Isberg (headteacher)

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Agreed by: 
Simon Day (Chair of Governors)

Date: January 2016

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