



# **Modern Foreign Languages Policy**

Agreed at (please indicate with a \*):

- Full Governing Body Meeting \_\_\_\_\_
- Children and Learning Committee Meeting \_\_\_\_\_\*
- Resources Committee Meeting \_\_\_\_\_

Date: 8.3.23

## Modern Foreign Languages Policy

*“To learn a language is to have one more window from which to look at the world.”*

*Chinese proverb*

### 1. Vision

It is our vision that our children:

- Learn relevant language to enable children to communicate with their peers and other Spanish speakers.
- Speak with confidence and fluency and speak with understanding.
- The MFL curriculum will be progressive to give the children the foundations for their future language learning.
- Gain a love of learning a new language, to inspire and enable them when they continue in the next stage of their curriculum.
- Have an awareness and knowledge of cultures, traditions and celebrations from Spanish speaking countries.

### 2. Our MFL curriculum is brought to life through our seven commitments:

#### HAPPINESS

We want the children to enjoy their Spanish lessons and develop a keen interest in learning a new language. Learning a new language can be daunting; we want to foster enjoyment and an ethos where the children are not scared to have a go when speaking aloud in another language. Spanish lessons will engage the children through the use of songs, games and role play conversations.

#### INSPIRING

We will inspire the children through their learning and understanding of a new language. Children enjoy to share their new knowledge of the Spanish language with friends and families and this inspires them to want to learn more and apply in real life situations, whether it be on a holiday abroad or through the links with the school in Spain. Throughout the MFL curriculum, we will integrate the teaching of traditions and cultures in Spain and other Spanish speaking countries and this will help to inspire the children that they have a well-rounded knowledge of Spanish culture.

#### LEARNING

Whilst learning languages is part of the National Curriculum in Key Stage 2, we have chosen to begin to teach the children Spanish from Year 1. Young children have an incredible ability to absorb and reproduce new sounds, meaning that they are able to learn pronunciation like a native speaker. Learning when young allows opportunities to associate a new language with fun activities without the self-consciousness or embarrassment that can often act as a block for older children. In every Spanish lesson, time will be spent to review and revise previous learning before moving on with new content. We know that in order to become a fluent speaker of another language, the children need regular and repeated practice. As a result, the children in Year 1 – Year 6 will have a ringfenced timetabled lesson for learning Spanish.

#### TOGETHERNESS

In order to make our Spanish learning meaningful, we have developed links with a school in Valencia. This enables the children's learning to have purpose as they communicate through pen pals on a regular basis. Our links with the school in Valencia allow the children to appreciate similarities and differences of life for children in Spain and help to give them a deeper understanding of Spanish culture.

## VALUES

When learning a new language, it is vital that we demonstrate many of our school's twenty two values. This will include: effort, perseverance, resilience and self-belief. Through learning about different cultures and celebrations, the children will demonstrate respect for each other. Learning the Spanish language and also about their cultures and beliefs contribute greatly to the children's personal development and encourages open-mindedness and a sense of global citizenship.

## AMBITION

By learning one language from Year 1 until the summer term of Year 6, it is our ambition that the children leave Stamford Green with the ability to speak to an accomplished standard with confidence and fluency, listening with understanding. In order to achieve this aim, the children are taught by a languages specialist teacher to ensure that a structured curriculum is taught, building the children's knowledge and understanding.

## ACHIEVEMENT

It is our aim that when the children leave Stamford Green in Year 6, they are well prepared for the next stage of their learning at secondary school. We want the building blocks of our curriculum to give the children firm foundations for their future, whatever the modern foreign language they study. We ensure that children are given the opportunity to practise language already taught in order to ensure that the children have really firm foundations. We also support the children's future learning at high school in the final half term of Year 6, by introducing children to some of the basics in the French language, drawing on the similarities with the Spanish language.

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### 3. By the end of Year Six at Stamford Green Primary School and Nursery our children will:

<b>Behaviours</b>	See themselves as linguists with solid foundations of knowledge and love of the spoken language to generate excitement at the opportunity to build on and develop their language learning at Key Stage 3.
<b>Attitudes</b>	Have been challenged to experience how another language works, identifying links and contrasts with English and their own English language learning. To understand it takes time, effort and practice to become 'fluent' and to have the self belief and aspiration to want to achieve this.
<b>Skills</b>	Communicate orally with increasing confidence, fluency and spontaneity using accurate pronunciation and intonation. Understand, manipulate and respond to spoken and written language.
<b>Knowledge</b>	Know the vocabulary and grammatical structures appropriate to practical communication within a range of familiar and routine matters. Apply phonological knowledge and imitation to develop accurate pronunciation.
<b>Experiences</b>	Be exposed to a range of language learning materials, selected to focus and practise on target language. Games, songs, stories, videos, role-play, conversations, grammatical exercises and use of dictionaries to contribute to their learning experience. Our pen pal partnerships, starting in Year 3, with a school in Spain enables children to see Spanish in a 'real life' context – we learn Spanish, they learn English.
<b>Technology</b>	Learning is enhanced through the use of videos and songs selected specifically for the targeted language content. Recordings of aspects of learning may be played back to children to highlight and develop specific areas. Children know and learn the limitations of online dictionaries when developing their knowledge of the Spanish language.
<b>Sustained</b>	Children have an enjoyment and passion for learning a foreign language which they can build on in the future. By understanding that language is how people communicate, children have a deeper insight into other cultures and a better understanding of the world.

### 4. Feedback and Assessment

For further information about how the school provides feedback to the children and how teachers make assessments about a child's learning, please refer to the Assessment (including marking and feedback) policy.

### 5. Inclusion

Learning opportunities will be available to every child, regardless of race, gender, class or ability. Pupils will be encouraged to value social and cultural diversity through their learning. They will listen to, and participate in a variety of experiences in a positive and constructive manner.

We recognise that in all classes, children have a wide range of ability and so therefore we seek to provide suitable learning opportunities for all children by matching the challenge of the learning to the ability of the child.

For further information, please refer to our Special Educational Needs and Disabilities (SEND) policy and our Teaching and Learning policy.

### 6. Monitoring and Evaluation

The work of the MFL subject leader involves ensuring that the curriculum is well planned, being informed about current developments in this area and provide a strategic lead and direction for the subject in the school.