

Modern Foreign Languages Policy

Mission Statement

Jesus light our way on our faith journey.
Be our guide, our joy and our hope, as we learn, live, love and pray together.

Document Purpose

This policy document sets out the school's aims, principles and strategies for the delivery of the Modern Foreign Languages (MFL) entitlement. 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 and the Scheme of Work for MFL, which give details of what pupils in each age group will cover.

The significance of Modern Foreign Languages

"We interpret the term Modern Foreign Language' to include the use of any living language to communicate ideas and receive information."

MFL prepares pupils to participate in a rapidly changing world in which work and other activities are often carried out in languages other than English. The rise of international commerce means that pupils need to be equipped with the skills needed by the international workplace. The choice of which language to teach is secondary to the lifelong language learning skills that the pupils will be encouraged to develop. Skills that they will be able access in the future, to learn new languages or to improve their competence in an existing language. Increased capability in the use of MFL promotes initiative, confidence and independent learning and encourages diversity within society.

Specific Aims:

- To increase children's linguistic competence through regular timetabled MFL sessions deliver by an MFL teacher.
- To speak with increased fluency and spontaneity. To ask and answer questions and convey ideas and opinions confidently. To display accurate pronunciation when talking.
- To read and write varying length, for different purposes and audiences.
- To exploit cultural links and experiences when opportunities arise (e.g. Spanish day, Health Week, Vocations week and International Themed Weeks)
- To provide opportunities to link the subject to the school's Catholic life by reciting prayers, singing songs and saying the sign of the cross in Spanish.

Speaking and Listening

The children will:

- Encounter a range of situations, audiences and activities designed to develop competence, accuracy and confidence in speaking and listening
- Develop their oral abilities at their own levels
- Develop listening and comprehension skills through a variety of means to include both reciprocal and non-reciprocal situations
- Be able to express opinions, articulate feelings and formulate appropriate responses to increasingly complex instructions and questions.

Reading

The children will be given opportunities to:

- Read words/ sentences and simple stories for enjoyment and to practise vocabulary.
- Read stories to gain awareness of the structure of written Spanish and begin to learn the grapheme-phonetic relationships.

Writing

The children will be given opportunities to:

- Copy and write high frequency words (e.g. days, months, name, age etc.)
- Write and copy simple and more complex sentences.
- Write from memory a simple paragraph.

Resources and Displays

The MFL coordinator will be responsible for:

- Keeping the cupboard stocked with relevant resources.
- Organising and overseeing the Spanish Day display.

Teachers are responsible for:

- Creating an area allocated to Spanish in visible area of the classroom.
- Making sure Spanish vocabulary is displayed and updated accordingly (display material will be provided by the MFL teacher).
- Providing samples of work for display purposes.

Staff Development

Teachers are given regular opportunities and encouragement to develop their own language and language teaching skills during weekly lessons delivered by an MFL specialist. Every week, teachers are present during Spanish lessons. In order to develop their self-confidence and language skills, at the end of each lesson, they are provided with relevant vocabulary/ phrases to display and practice with their class during the week. The subject leader for Primary Languages identifies school needs and co-ordinates professional development opportunities.

In-Class Support

During the Spanish lessons, class teachers and TA's are responsible for providing support to those children who require it. In order to do this, staff must be present and contribute and support Spanish during the lessons. If the class teacher is away on PPA, the TA will brief the staff member on words to be practiced for that week during registration. A display with the relevant vocabulary will be supplied to be displayed by the MFL teacher.

Supporting Spanish on a Daily Basis

Opportunities for speaking another language should be exploited, in the playground and in the classroom. All class teachers are expected to support the learning of Spanish by encouraging and supporting pupils during registration and by doing the sign of the cross as well as reciting prayers taught in Spanish on a daily basis.

The MFL coordinator will highlight opportunities in medium term planning and provide the necessary resources. The MFL specialist will provide the expertise, and resources needed on a weekly basis.

Equal Opportunities

Primary Languages teaching at St Joseph's School is fully inclusive. No child is excluded by reason of a learning difficulty, or because they have English as an additional language. Experience has indeed shown that such children can derive particular benefit from taking part in Primary Languages learning activities in which they may be less disadvantaged than in other areas of the curriculum.

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

The fair and equal treatment of all, individual are central to our school mission statement. All children are given equal access to the MFL curriculum.

Inclusion

All pupils, regardless of race or gender, 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. Efforts are made to ensure that languages used at home are highlighted in the classroom once a teacher has been notified.

Monitoring Progress and Assessing Attainment

Opportunities to monitor the pupil's progress in Primary Languages are built into our termly programmes of study. Most assessment is formative and is used to support teaching and learning and inform future planning. Assessments are based on observation of pupils working on different oral activities and (where appropriate) writing, reading and listening tasks. For reporting purposes, pupil's attainments in listening, speaking, reading and writing are given levels based on the Languages Ladder descriptions. These are kept by the MFL specialist.

Once a year children and parents are provided with a written report on attainment, progression and effort.

Embedding MFL in the Curriculum and Exploiting Opportunities

All Staff at St Joseph's School are responsible for ensuring that MFL is embedded in the curriculum. All topics to be covered during the year are given to the staff during the summer term in order to provide teachers with enough opportunities and time to enrich the creative curriculum.

During the Spanish Day, all staff are responsible for working alongside the MFL specialist in order to plan meaningful activities geared to provide further enrichment and knowledge to the pupils.

Curriculum Management

The subject leader/co-ordinator will facilitate the development of MFL in the following ways:

- By managing the implementation of the MFL policy;
- By updating the policy and scheme of work;
- By ordering/updating/allocating resources;
- By identifying need and arranging INSET so that all staff are confident in how to teach and assess the subject and have sufficient subject knowledge;
- By keeping staff abreast of new developments;

- By taking an overview of whole school planning to ensure that there is continuity between year groups and that progression is taking place;
- By supporting staff in developing pupils' capability;
- By attending appropriate courses to update knowledge of current developments;
- By contributing to the School Development Plan on an annual basis;

It is the responsibility of the Head Teacher to ensure that statutory requirements are being met (entitlement).

Groupings for MFL should generally follow the same pattern as for all lessons. It is appropriate to match pairs of equal ability, rather than have a more able linguist always guide a less able pupil. This generally leads to passivity and dominance. However it is appropriate to plan to have peer tutors for some lessons where the objectives also enable the more able user to learn by specifically teaching.

Planning, Class Organisation and Teaching Style

All planning, as well as curriculum mapping, is undertaken by the MFL teacher.

Class teachers are responsible for their own class organisation and teaching styles, while ensuring that these complement and reflect the overall aims and philosophy of the school. During Spanish sessions pupils are given the opportunity to work as a class, as individuals 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. Lessons involve a range of activities but all usually follow the present, practise, produce model when learning vocabulary.

Progression

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

- | | | |
|------------------------------------|----------------------------------|----------------------|
| • nouns with appropriate adjective | un bolígrafo rojo | a red pen |
| • verbs in the first person | Tengo un bolígrafo rojo | I have a pen |
| • verbs in the third person | Él/ Ella tiene un bolígrafo | he/she has a pen |
| • verbs with nouns and adjectives. | Él/ Ella tiene un bolígrafo rojo | he/she has a red pen |

The children are gradually asked to respond to longer pieces of Spanish. Mainly oral Spanish is presented in KS1 with some opportunities to experiment with writing familiar words, only oral responses are required at this stage. In Year 3 copy writing is introduced. In the following years, pupils gradually refine their writing skills and move onto writing single words, simple sentences and finally small paragraphs by memory.

Scheme of work

Appendix 2 contains the latest version of the scheme of work. This is continually updated by the MFL teacher as the pupils' MFL experience develops and as new plans are received from other local and national sources.

Assessment, Record Keeping and Reporting

For reporting purposes, a level of each pupil's MFL capability is given. This is based on the Language Ladder level descriptions.

Monitoring

Monitoring is carried out by the head teacher, a member of senior management or the MFL coordinator, in the following ways:

- Informal discussion with staff and pupils
- Collection of MFL planning
- Looking at the work in individual learner files or notebooks
- Classroom observation

Resources and Accommodation

A variety of resources are available in school. These include children's reference books, teachers' resources, dictionaries, and audio/visual materials. Resources are allocated to particular year groups to ensure progression and these are kept in the classrooms.

The MFL co-ordinator 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. The amount of this budget reflects the degree of priority given to MFL in the School Development Plan.

Evaluation/Review

This policy will be reviewed at least every two years.

A major review involving all staff will take place every three years.

Signed:

Date: January 2016

St. Joseph's Catholic Primary School – Modern Foreign Languages Policy

Appendix 1

<p>UNIT 1</p> <ul style="list-style-type: none"> • Greetings, Introductions • Numbers 1-12 • Story : En la playa • New Prayer 	<p>UNIT 6</p> <ul style="list-style-type: none"> • Saying the date (Rev Y1) • Weather • Seasons • Clothing • New Prayer 	<p>UNIT 12</p> <ul style="list-style-type: none"> • Spanish breakfast food • Ordering a Spanish Breakfast • New Prayer. 	<p>UNIT 19</p> <ul style="list-style-type: none"> • Parts of the body (Rev) • Expressing pain and basic needs. (I got a headache, I'm hungry, etc.) • Healthy Habits • New Prayer 	<p>UNIT 25</p> <ul style="list-style-type: none"> • Ordering at the coffee shop • Going out for a meal • Shopping for clothes/gifts. • New Prayer.
<p>UNIT 2</p> <ul style="list-style-type: none"> • Family • Colors 	<p>UNIT 7</p> <ul style="list-style-type: none"> • Classroom equipment • Borrowing classrooms and asking for permission • Story Quiero mi plátano 	<p>UNIT 13</p> <ul style="list-style-type: none"> • Story: The Very Hungry Caterpillar • Appearance /Portraits(I am/I have + descriptions) 	<p>UNIT 20</p> <ul style="list-style-type: none"> • High street, shops and facilities • Compare a typical "High street in the UK with a Spanish High Street • Directions 	<p>UNIT 26</p> <ul style="list-style-type: none"> • Verb SER (to be) • Occupations • Qué hace? (what do you do)
<ul style="list-style-type: none"> • Christmas celebrations /Carols 	<ul style="list-style-type: none"> • Christmas Celebrations/Carols 	<ul style="list-style-type: none"> • Christmas Traditions/ Carols 	<ul style="list-style-type: none"> • Christmas Carols and traditional food. 	<ul style="list-style-type: none"> • Christmas Carols and traditional Stories
<p>UNIT 3</p> <ul style="list-style-type: none"> • Numbers 13 -31 • Months of the year 	<p>UNIT 8</p> <ul style="list-style-type: none"> • Food types • Expressing likes/ dislikes • Stalling strategies 	<p>UNIT 14</p> <ul style="list-style-type: none"> • Parts of the head and face • Classifying nouns and adjectives (gender/number) • Create a monster 	<p>UNIT 21</p> <ul style="list-style-type: none"> • Telling the time • Daily Routines, (always, usually, sometimes, etc.) 	<p>UNIT 26 (cont.)</p> <ul style="list-style-type: none"> • What do you want to be when you grow up <p>UNIT 27</p> <p>Story: Caperucita Roja</p> <ul style="list-style-type: none"> • (The little Red Riding Hood)Describing others (she/he) • Compare traditional stories
<p>UNIT 4</p> <ul style="list-style-type: none"> • Days of the week • Saying the date • Easter Celebration 	<p>UNIT 9</p> <ul style="list-style-type: none"> • Parts of the body • Body actions • Easter Celebration 	<p>UNIT 15</p> <ul style="list-style-type: none"> • Hobbies and sports • Talking about preferences • Adverb's position 	<p>UNIT 22</p> <ul style="list-style-type: none"> • Verb: Ir • Going places • Types of transports. • Going places 	<p>UNIT 28</p> <ul style="list-style-type: none"> • Parts of a house (REV Y2) • Describe and ideal home (adjectives) • Compare houses in England and abroad.
<p>UNIT 5</p> <ul style="list-style-type: none"> • Cuántos años tienes? (how old are you) 	<p>UNIT 10</p> <ul style="list-style-type: none"> • Pets • Have you got a pet? • Pet actions 	<p>UNIT 17</p> <ul style="list-style-type: none"> • Mi family (REV) • Have you got any brothers or sisters? • Introduce and describe family members. 	<p>UNIT 23</p> <ul style="list-style-type: none"> • Numbers 40 - 200 • Money 	<p>UNIT 29</p> <p>Holidays</p> <p>Planning a holiday in a Spanish speaking country.</p> <p>Booking rooms and transport.</p>
<p>UNIT 6</p> <ul style="list-style-type: none"> • Parts of a house 	<p>UNIT 11</p> <ul style="list-style-type: none"> • Farm Animals • Animal actions and sounds 	<p>UNIT 18</p> <ul style="list-style-type: none"> • At home (Rev Y1) • Dónde está/n ...? • Allí, aquí está 	<p>UNIT 24</p> <ul style="list-style-type: none"> • Shopping • How much is it? • How does it look? 	<p>UNIT 30</p> <ul style="list-style-type: none"> • Naming countries and major cities in the world. • Design a leaflet with cultural information about a Spanish Speaking Country .