



MFL Policy

Introduction

This policy document sets out the school's aims, principles and strategies for the delivery of Languages. It gives guidance on planning, teaching and assessment in this area of the curriculum. This policy is intended to be used in accordance with the KS2 Framework for Languages and 2014 curriculum. It will form the basis for the development of foreign language learning in the school over the next 3 years and is a working document, subject to review every three years. This policy was developed in accordance with the MFL subject leader.

Intent

For every child to develop their understanding of language through building vocabulary and key phrases across a range of topic areas. We aim to prepare the children for future opportunities in other countries and to develop their cultural awareness.

Implementation

Our MFL curriculum is designed to progressively develop children's skills in languages, through regular taught lessons. Children progressively acquire, use and apply a growing bank of vocabulary organised around topics. Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games. As confidence and skill grows, children record their work through pictures, captions and sentences.

At Cockfield Primary School we have a language specialist who delivers Spanish lessons across the whole school, using Early Start Languages scheme of work. Regular opportunities are provided to observe good practice and team teach, upskill teachers across the school. Cross curricular links, develops children's cultural awareness. For example, in cookery sessions, children cook food from Spain and around the world. We are also continuing to develop International Links within the school and regularly have visitors who their culture with the children.

Impact

The impact of our MFL curriculum is that children are encouraged to understand the relevance of what they are learning in languages and how it relates to everyday life and travel. Also, how it could help them in another country or to talk to a Spanish speaker. Teachers foster an enjoyment of languages through a variety of lessons including interactive, singing and outdoor lessons. Progression through a topic should be evident in the development of key skills and acquisition of main vocabulary. Evidence is kept of children's work in books, through recordings and photos. Children are assessed according to age related expectations in line with curriculum requirements. This information is recorded and monitored by the subject leader.

Teaching and Learning

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 its original language.

At Cockfield Primary School we pride ourselves on all of the above and will continue to engage and excite all learners to broaden their knowledge regarding modern foreign languages.

The Foundation Stage and KS1

A whole school approach to MFL is our aim at Cockfield, therefore, although MFL are compulsory only from year 3 to year 6, teachers in reception and KS1 are required to provide time within their curriculum planning to enable MFL teaching to take place through cultural learning activities. Our reception and KS1 children will receive MFL teaching as a cross-curricular subject, enhancing both the EYFS and the KS1 National Curriculum. These children will take part in activities, in Spanish, at this stage. Spanish language songs, games and activities will be delivered in such a manner that make them highly enjoyable, motivating and inclusive and also develop other literacy skills.

Pupils in KS2 will be taught to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling sound and meaning of words.
3. Engage in conversations, ask and answer questions, express opinions and respond to those of others, seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures .
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through use of a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. Understand basic grammar appropriate to the language being studied, including, where relevant, feminine, masculine and neuter forms and the conjugation of high-frequency verbs, key features and patterns of the language, how to apply these, for instance, to build sentences and how these differ from or are similar to English.

Assessment

Assessment of progress will be made by the language provider during lessons through questioning and oral feedback who will also make formative assessment to adapt lessons and inform future planning. These observations and adjustments will be recorded on the relevant lesson plan. As well as this, lessons are planned to ensure the children meet the expected requirements in each year group as stated in the KS2 Framework for Languages. The Subject

Leader will be responsible for monitoring the effectiveness of the systems and procedures implemented. At Cockfield Primary School, we also formally assess children's understanding of Spanish at the end of each term using the criteria below. This enables staff to monitor which children are working below and in line with the expected standard and put the necessary support or challenge in place.

<u>Year 3 and 4</u>		
<u>Spoken Language</u>	<u>Reading</u>	<u>Writing</u>
I can name and give a simple description of people	I can read and understand a short passage using familiar language.	I can write simple phrases from memory
I can name and give a simple description of an object	I can explain the main points in a short passage	I can write 2 to 3 short sentences on a familiar topic
I can have a short conversation saying 3 to 4 phrases.	I can read a passage independently	
I can give a response using a short phase	I can use a simple bilingual dictionary or glossary to look up new words	
I am starting to speak in sentences		
I can say what I Like/dislike about a familiar topic		

<u>Year 5 and 6</u>		
<u>Spoken Language</u>	<u>Reading</u>	<u>Writing</u>
I can name and describe people in more detail.	I can read and understand a short passage using more complex language.	I can write more complex phrases from memory.
I can name and describe an object in more detail.	I can explain the main points in a more complex passage.	I can say what I like/dislike about a familiar topic and why.
I can give a response using a more complex phrase.	I can read a passage independently with expression.	I can write a paragraph of 4-5 sentences.
I am starting to speak more fluently in sentences	I can use a bilingual dictionary or glossary to look up new words.	I can substitute words and phrases.
I can hold a simple conversation with at least 4 exchanges.	I can understand a short story or factual text and note the main parts.	
I can use my knowledge of grammar to speak correctly	I can use the context to work out unfamiliar words	

Organisation

At Cockfield, Spanish is the chosen modern foreign language and is taught in a whole-class setting, by the designated member of staff from a curriculum created by JMB Education. Interactive lessons are provided with sound support for correct pronunciation as based on recommendations within the QCA 2014 Scheme for Spanish. Every class has a weekly timetabled lesson, in KS2 these are a minimum of thirty minutes per week. Spanish may also be integrated

into the school day (e.g. answer the register) at the discretion of the class teacher and may also be used for simple instructions such as within a warm up activity in P.E to help deliver a cross curricular approach and consolidate knowledge and understanding in order to ensure that children retain information in their long term memory.

Spanish lessons provide a variety of opportunities to model the language, using games and songs to maximise enjoyment, and making as many connections to real life situations as possible. Lessons focus on speaking and listening, however, where appropriate, children are encouraged to record their work in a written form informally in their class Spanish exercise books.

Monitoring and evaluation

Throughout the school year, the Subject Leader will monitor the effectiveness of the policy and subject implementation in the school by:

1. Scrutinising language planning.
2. Monitor the work in children's written work.
3. Pupil voice sessions with children from each class.
4. Observation and evaluation of the cross curricular integration of Spanish within other areas of the school curriculum and themed school events (e. g Spanish food tasting/Spanish celebration day)

All findings as a result of monitoring and evaluation will be reported to and shared with the SLT.

Health and Safety

All lessons will be taught in the appropriate spaces. Where children are required to perform actions, the teacher must ensure each child has enough space surrounding them first.

DATE IMPLEMENTED: October 2019 DATE OF NEXT REVIEW: October 2020