



## **Modern Foreign Languages Policy**

At Pleasant Street Primary School we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop their ability to communicate, including key skills of speaking and listening. It provides excitement, enjoyment and helps children to develop positive attitudes to language learning throughout life. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others. The natural links between languages and other areas of the curriculum can enrich the overall teaching and learning experience.

The language offered at Pleasant Street Primary School is Spanish and we provide age-appropriate learning opportunities for all children from EYFS to KS2.

### **Aims and objectives:**

The aims of Primary Languages teaching at Pleasant Street are to

- foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils;
- stimulate and encourage children's curiosity about language and creativity in experimenting with it;
- support oracy and literacy, and in particular develop speaking and listening skills;
- help children develop their awareness of cultural similarities and differences;
- lay the foundations for future language study by pupils;
- provide an added perspective on first language teaching and learning;
- give an extra dimension to teaching and learning across the curriculum.

### ***Speaking and listening***

The children will learn to

- listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English;
- understand and respond with increasing competence, accuracy and confidence in a range of situations;
- join in songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way;
- take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings;
- memorise and recite short texts, and prepare and give a talk on a familiar subject confidently and with regard to the audience.

### ***Reading and writing***

The children will learn to

- remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;
- read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;
- develop an accurate accent.
- read, copy and write independently familiar words and simple phrases (KS2 only).
- Have a wider knowledge of basic grammar.

### ***Intercultural understanding***

The children will learn to

- describe the life of children in the countries where the language is spoken;
- identify similarities and differences in everyday life, social conventions, traditional stories and celebrations;
- recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others;
- recognise and mistrust stereotypes, and understand and respect cultural diversity.



## **Teaching and learning:**

At Pleasant Street Primary School Spanish is taught by a native speaker specialist teacher. EYFS have a 20 minutes weekly lesson. KS1 dedicates 30 minutes per week. Lower KS2 benefits from 30-40 minutes session. Upper KS2 enjoys 45 minutes per week.

The school follows SIL Scheme of work.

In October 2020 we were awarded with MFL Quality Mark.

## **Inclusion:**

Primary Languages teaching at Pleasant Street 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.

## **Monitoring progress and assessing attainment:**

Opportunities to monitor the children's progress in Primary Languages are built into our 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 children working on four different skills: reading, writing, listening and speaking.

## **Links outside school:**

Languages give us an ideal opportunity for making links outside school. We encourage children to share their experiences of visiting other countries. We offer our Year 5 and Year 6 pupils a trip to Barcelona. Through this activity our children get to know the culture, language and history of the country.

## **Appendix**

Appendix 1 – Assessment

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Spanish assessment is incorporated into class teachers' termly and weekly planning. Opportunities to monitor the children's progress in Primary Languages are built into our programmes of study. We assess children's knowledge and understanding by questioning, listening and observation of performance in class as an on-going process. Assessments are based on observation of children working on four different skills: reading, writing, listening and speaking.

Evidence may be in the forms of video recordings, photographs and book work. Information on a child's progress in Spanish will be communicated to parents in the written report once yearly.

At the end of every term, we use our own tracking system which shows child's progress from September to July based on specific targets/ objectives.

## **Baseline:**

Before each unit, the specialist teacher will establish the pupils' prior knowledge, understanding and skills. These assessments are used to refine planning to make it suitably challenging.

These assessments are based on the targets shown in progression maps from current and previous years. This is made by warm-ups and challenging games completed at the beginning of each lesson. This is not only used as a form of assessment, but also as a way of providing pupils with opportunities to revisit previously learnt vocabulary and grammatical structures.

The specialist teacher can also obtain evidence by direct observation of children at work, questioning pupils or listening to their conversations, and by ensuring photographs, recordings and pieces of written work are obtained during lessons.



### **Formative Assessment:**

The MFL leader monitors teaching and progress in music by:

- Informal discussions with teachers, LSAs and children
- Assessing work and progress
- Observing lessons. Questions and answer games.
- Photographic and video evidence
- End of term assessment through Target Tracker

### **Summative Assessment:**

In Spanish, children are assessed at the end of each topic by different ways such as, use of multiple-choice quizzes, Q&A session and in the case of KS2 written work recorded in books.