

MFL Policy

Christ the King RC Primary School



Overview

Christ the King RC Primary School believes every pupil should have the opportunity to study a foreign language and develop their interest in the culture of other nations. At Christ the King Spanish is taught. To ensure that talent and natural interest in languages flourish, it is important to provide early language learning opportunities to harness their learning potential and enthusiasm. The pupils should have access to high quality teaching and learning opportunities.

“Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained can make a major contribution to the development of children’s oracy and literacy and to their understanding of their own culture/s and those of others.” [The Key Stage 2 Framework for Languages \(DfES 2005\)](#).

All children have a right to a broad, balanced and relevant education, which provides continuity and progression and takes individual differences into account.

Work at Christ the King Primary School is planned to meet the requirements of the 2014 Primary National Curriculum.

The school delivers the curriculum through a cross curricular approach.

Intent

Our Modern Foreign Languages education develops pupils’ curiosity and deepens their understanding of the world. We enable our pupils to express their ideas and thoughts in the Spanish language and to understand and respond to its speakers, both in speech and in writing. We provide opportunities for our pupils to communicate for practical purposes, learn new ways of thinking and read Spanish literature.

Aims

The Primary National Curriculum for languages aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of writing in the language
- Studied

Subject Content

At Christ the King, we use the Essentials Curriculum.

Essentials Objectives

- To read fluently
- To write imaginatively
- To speak confidently
- To understand the culture in which the language is spoken

Essentials for Progress

The focus of study in modern languages will be on practical communication.

Organisation

EYFS and Key Stage 1 have a 15-20 minute lesson per week. The aim is to give pupils an ability to express themselves using simple language in everyday contexts. In all year groups, links are made with other areas of the curriculum through a focus on themes such as healthy eating and school.

In KS2, the children have a regular thirty minutes lesson of Spanish a week, in order to ensure progression and skills development. The medium term planning is based on guidance from **The Salford MFL Scheme**.

Staff Development

Teaching MFL requires a small amount of target language knowledge linked to confidence and an understanding of the most effective classroom practice.

Teachers and support staff have attended Inset training on Spanish given by MFL Consultant and the Key Stage 2 Framework for Languages and more will be made available. We also recognise that learning a foreign language might also be a new experience for staff as well as children.

The Role of the Subject Leader

Monitoring of the standards of children's work and of quality of teaching in Spanish is the responsibility of the subject leader supported by the SLT and School Governors. The MFL Subject leader will monitor planning, talk to pupils, observe classroom practice and have informal discussions with staff and pupils. In addition, the work of the subject leader involves supporting colleagues in the teaching of Spanish and informing teachers about current developments in the subject.

Assessment

Most assessment is formative and is used to support teaching and learning and inform future planning. The MFL teacher assesses the children's progress in the target language based on their achievement of the learning objectives in lessons. The teacher is provided with an assessment 'tick' chart to help with this. If any written MFL work is produced, it is marked in line with the school policy on marking.

Inclusion

By on-going formative and summative assessments, the class teacher identifies children who need support. Within the classroom, the teacher targets children with difficulties and addresses these issues by extra support where possible. Where a child has a greater need, the school's SEN policy is implemented. Classroom assistants, nursery nurses and learning support assistants provide in-class support where appropriate. Children's needs are addressed within the class through individual small group work. All children are provided with equal access to the Languages Curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Displays

Display, both in classrooms and around school, stimulate an interest in MFL and, more specifically, Spanish. These include useful key words and phrases as well as numbers. Around school, room labels have been created using key vocabulary and there are also speech marks showing greetings.

Resources

Catherine Cheater scheme of work from Y3-Y6
Spanish Dictionaries
Spanish Songs and music
Various Story Books
Espresso Languages