

MODERN FOREIGN LANGUAGES Policy Autumn 2016

Introduction

As part of the new primary National Curriculum, taking effect from September 2014, learning a Modern Foreign Language has become a requirement for children within KS2. Valence Primary School has taught French for several years and this was changed to Spanish for the last academic year, (2015 – 2016) through lessons and activities, after-school clubs and displays around school (both sites).

Aims

We aim to develop children's experience of language acquisition and encourage curiosity about languages. To develop their understanding of what they hear and read, and have an ability to express themselves in speech and writing. In addition, to extend their knowledge of how language works and explore differences between Spanish and English. Also to strengthen their sense of identity through learning about culture in Spanish speaking countries and comparing it with their own culture.

Teaching and Learning Overview

Teaching is in line with the recommendations of the National Curriculum, with modifications in place which allow for the individual and differentiated needs of the children. It takes full account of the different experiences, strengths and interests of the children whilst also complying with the requirements and guidance on inclusion.

The 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.*

Organisation

Spanish is taught in a whole-class setting, by dual language specialists. Teachers plan together using suggested teaching ideas based on the BCC Languages scheme of work which provides a wealth of ideas and activities. The lessons are designed to motivate children from the first moment and are mainly practical in focus. They have clear, achievable objectives and incorporate different learning styles. SEN and EAL children have access to the curriculum through variation of task, grouping or support from an adult.

Each class has a timetabled lesson of at least 30 minutes per week (Years 3 and 4) and one hour per week (Years 5 and 6). Spanish lessons provide a variety of sources to model the language, use games and songs to maximise enjoyment and make as many connections to real life situations as possible. Lessons focus on speaking and listening. However, when appropriate, iPads are used and/or children

record written work informally. Spanish is also offered as extra-curricular after school clubs.

Assessment and record keeping

Informal assessment of progress will be made by the dual language teachers during lessons through questioning and oral feedback. The MFL Subject Leader monitors the effectiveness of the procedures implemented.

Monitoring and evaluation

The MFL Subject leader monitors planning and delivery on a termly basis. Findings are shared with the SLT and governors.

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