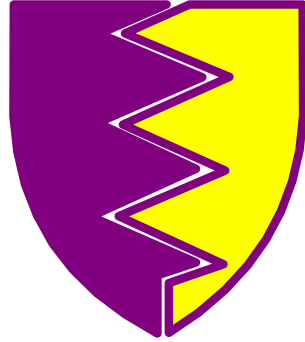


**ST. MARY'S**



*'Dream, Believe, Achieve!'*


*'With God, all things are possible.'* Matthew 19:26

# St Mary's C of E Primary School

Psalm 25:4 Show me your ways, LORD, teach me your path.

## **CURRICULUM POLICY**

### **MFL**

<b>Policy Date:</b>	November 2025
<b>Policy Review:</b>	November 2028
<b>Signature of Headteacher:</b>	

# St. Mary's Church of England Primary School

## Curriculum Policy – MFL

### Aims and objectives

In our school we recognise that learning a modern foreign language is a statutory entitlement for all pupils during their time in Key Stage 2 and we are committed to the principle that learning another language helps foster a curiosity and deeper understanding of other cultures and the world in general. We believe that learning to understand, speak, read and write another language during Key Stage 2 will provide the basis for learning other languages, which in turn will provide important opportunities for future study and work in other countries. However, we also feel that as part of the wider curriculum KS1 will also benefit from a broader international curriculum, whether this is taught in geography or whole school initiatives, such as international week.

Our main objectives in the teaching of Spanish are to promote the development of linguistic competence and confidence in speaking and writing as well as an understanding and awareness of the world and other cultures. To accomplish this, we will help the children to do the following:

- familiarise themselves with the sounds and written form of Spanish;
- develop particular language-learning skills;
- begin to understand a new language and communicate in it;
- make comparisons between languages;
- learn about different countries and their people;
- develop a positive attitude towards the learning of foreign languages in general;
- use their knowledge of the foreign language with growing confidence, both to understand what they hear and read, and to express themselves in speech and writing;
- acquire, through all of the above, a sound basis for further study at Key Stage 3 and beyond.

### Teaching and learning

We recognise that language learning in its broadest sense has three core strands:

- learning to communicate (with the emphasis on oracy, i.e. listening, speaking and interacting);
- learning about language (reading and writing in the foreign language and learning about the writing system, spelling and grammar structure of the language);
- learning about and comparing different cultures (inter-cultural understanding).

We will encourage pupils to apply knowledge already learnt about their own language to their learning of the new language. We aim to equip pupils with strategies for language learning that they can use in the future when studying other foreign languages.

Spanish is taught by the staff at St. Mary's. The teaching and learning of this language is supported by language specialists; namely the online platform Language Angels, which provides detailed information on each unit being taught so that non-specialists can provide an effective learning experience. The scheme provides a variety of units, to match 3 different levels of language knowledge: early, intermediate and progressive.

We use a variety of techniques to encourage our children to engage actively in learning Spanish. These include: games, role-play, songs and rhymes (particularly action songs). We use videos, sound recordings and songs to enable pupils to listen to the correct intonation and pronunciation of the spoken language. It also enables children to hear more than one voice speaking Spanish, as this exposes children to a broader diversity of people, whose first language is Spanish.

We believe that the teaching of Spanish should be similar to that of English; that it should be used so that children develop greater self-confidence and fluency, but also to understand how similar grammar concepts are used in both languages. We also use the most recent research into memory recall. This is evident in the tuition materials, which include strategies such as, small-step variation, low stakes quizzes, and pictorial representations. In addition, so that key vocabulary is revisited and reinforced, to enable language becoming more firmly embedded into children's long-term memory, lesson starters include prior learning from previous lessons at the beginning of each new lesson.

We aim to make lessons entertaining and enjoyable in order to develop a positive attitude to the learning of modern foreign languages. We build children's confidence through constant praise for any contribution that they make in the foreign language, however tentative.

We allow for mastery over time of the language by:

- using peer support;
- setting common tasks which are open-ended and can have a variety of responses
- providing resources of different complexities, matched to the ability of the child.
- using more confident, skilled speakers, including EAL pupils, as models for the language.
- the use of sentence scaffolds during the practising of reading and speaking.

## **Organisation**

We teach Spanish to children from Year 3 -Year 6, on a 2-year rolling programme due to each phase being 3 mixed year classes, of 3/4 and 5/6.

## **The curriculum**

Spanish is the modern foreign language that we teach in our school. The scheme, provided by Language Angels, takes account of the requirements of the National Curriculum 2014 at KS2. The long-term plan for this language recognises the varying levels of language acquisition; that a deeper level of language proficiency will take time to embed. However, the medium-term planning graduates the learning experience, as the knowledge of Spanish improves during each unit of work. To support this, the short-term planning consists of a variety of tools: lesson slides, lesson plans containing learning objectives and expected outcomes, songs and online word games, which clearly scaffold the 7 different aspects of language acquisition at different points through the units.

We teach the children to know and understand how to:

- ask and answer questions;
- use correct pronunciation and intonation;
- memorise words;
- interpret meaning;
- understand appropriate grammar;
- write at an appropriate level (words, phrases, sentences and paragraphs);
- use a dual language dictionary through knowledge organisers
- look at life in another culture.

## **Modern foreign languages and inclusion**

At our school, we teach Spanish to all children, whatever their ability. A modern foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our modern foreign language teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and by taking reasonable steps to include all children so that they have access to the full range of activities. We strive to meet the needs of those pupils with special educational needs, those with disabilities, those who are learning at a greater depth of understanding, and those learning English as an additional language.

### **The contribution of MFL to teaching in other curriculum areas**

English - The learning of a modern foreign language naturally contributes to the development of our children's listening and speaking skills. It also develops the children's grasp of linguistic features such as rhyme, rhythm, stress and intonation; it supports the understanding of various aspects of grammar, drawing attention to the different rules around punctuation, pronouns, and verb and adjective conjugations. It also emphasises a similar approach to the phoneme – grapheme correspondences in phonics, whilst also supporting the spelling of key vocabulary.

Mathematics - Children reinforce their mathematical skills, with different units supporting the counting of numbers and telling the time and date, whilst increasing their knowledge about money and weight.

Personal, social and health education (PSHE) and citizenship - One of the main benefits to the children of learning a modern foreign language at primary school level is a social one. Those children who have difficulty in reading and writing, but who have good aural skills, will often find that they excel at speaking in foreign languages. This success breeds confidence, which in turn increases self-esteem and gives them a more positive attitude to school in general.

Spiritual, moral, social and cultural education - By teaching a modern foreign language, we contribute to the children's cultural education. They learn that many societies are multi-lingual. We teach them about festivals and customs related to the countries in which the language is spoken. We also give them the chance to hear stories set in the foreign culture.

Geography - We ask the children to do research on the different countries in which the particular foreign language is spoken after they have first found them on a map or a globe. In MFL lessons children will learn about the weather and climate of the countries in which the language is spoken, and more generally about the names of countries and places around the world, as described in Spanish.

Music - We teach children songs in the modern foreign language – both traditional and modern – which of course helps them develop a sense of rhythm and an ear for melody.

History - We teach children about traditional festivals of the countries whose language we are studying and compare them to ours. There are also units that support the teaching of the Romans and Tudors in Spanish.

Science - Aspects of this is supported through units on a healthy lifestyle and the habitats of animals. Children also have an opportunity to explore the teaching of the planets in Spanish.

Art & DT - Children use a variety of Art & DT skills to present their knowledge and understanding, e.g. menus, fact files, comic strips, posters and booklets. They also learn about typical Spanish food.

PE. – There is the opportunity to support the teaching of the Olympics in Spanish too, when this event occurs.

## Assessment

Language Angels provides support so that staff can make judgements against both the curriculum objectives and the attainment targets set out in the National Curriculum 2014. Marking and verbal feedback help to inform progress. At relevant times, teachers will make a summary judgement about the attainment of each pupil in relation to the knowledge and skills set out in the National Curriculum programme of study at Key Stage 2.

