

St Gregory's Catholic
Primary School
MFL Policy



“There are doubtless many different languages in the world, and none is without meaning.”

Corinthians 14:10

Written - August 2021

Review - July 2022



Rationale

"Language is the road map of a culture. It tells you where its people come from and where they are going."

Rita Mae Brown

This document will outline the teaching and learning of MFL at St Gregory's Catholic Primary School. At St Gregory's we learn through a creative curriculum, attempting to integrate many different manners of teaching which enhance the children's experiences. Our school boasts a large percentage of children from a range of different backgrounds and cultures, who speak a variety of different languages. Where possible the children will be provided with a range of learning experiences such as; visits, visitors, musical opportunities etc along with learning our MFL through different ways, including reading, writing, games, songs etc.


Aims:

To ensure that the teaching and learning of MFL is experienced in a creative, progressive way throughout school so that each child effectively develops their skills, knowledge and understanding of languages and different cultures. We believe that high-quality MFL lessons, which stimulate the children's interest and understanding about the world around them and how different countries speak and communicate, enable children to make sense of their surroundings and the wider world; essential to the children's understanding.

MFL Aims:

At St Gregory's our aim is to encourage the children to immerse themselves in learning a new language, show interest in a different culture and to provide them with a range of different learning experiences through different teaching methods. We believe that learning an MFL provides the children with:

- An improvement of listening skills which supports them with looking for meaning, hearing sounds, and rhythms.
- Encourages speaking skills, for clarity, expression, and confidence when using and applying what they have learnt over the course of each unit
- Encourages good memory skills
- Encourages use of phonetic awareness – Spanish is a phonetic language so pupils can apply some skills from phonic teaching to this
- Encourages their curiosity about other cultures and to learn how different languages are spoken
- Encourages children to find enjoyment in learning another language, at Primary age they are more able to pick up extra languages
- Provides opportunities for singing, games and group work
- Provides opportunities for cooperative circle activities
- Provides an opportunity for all pupils to begin at the same stage, they all are beginning at the basics and this may well develop confidence for some

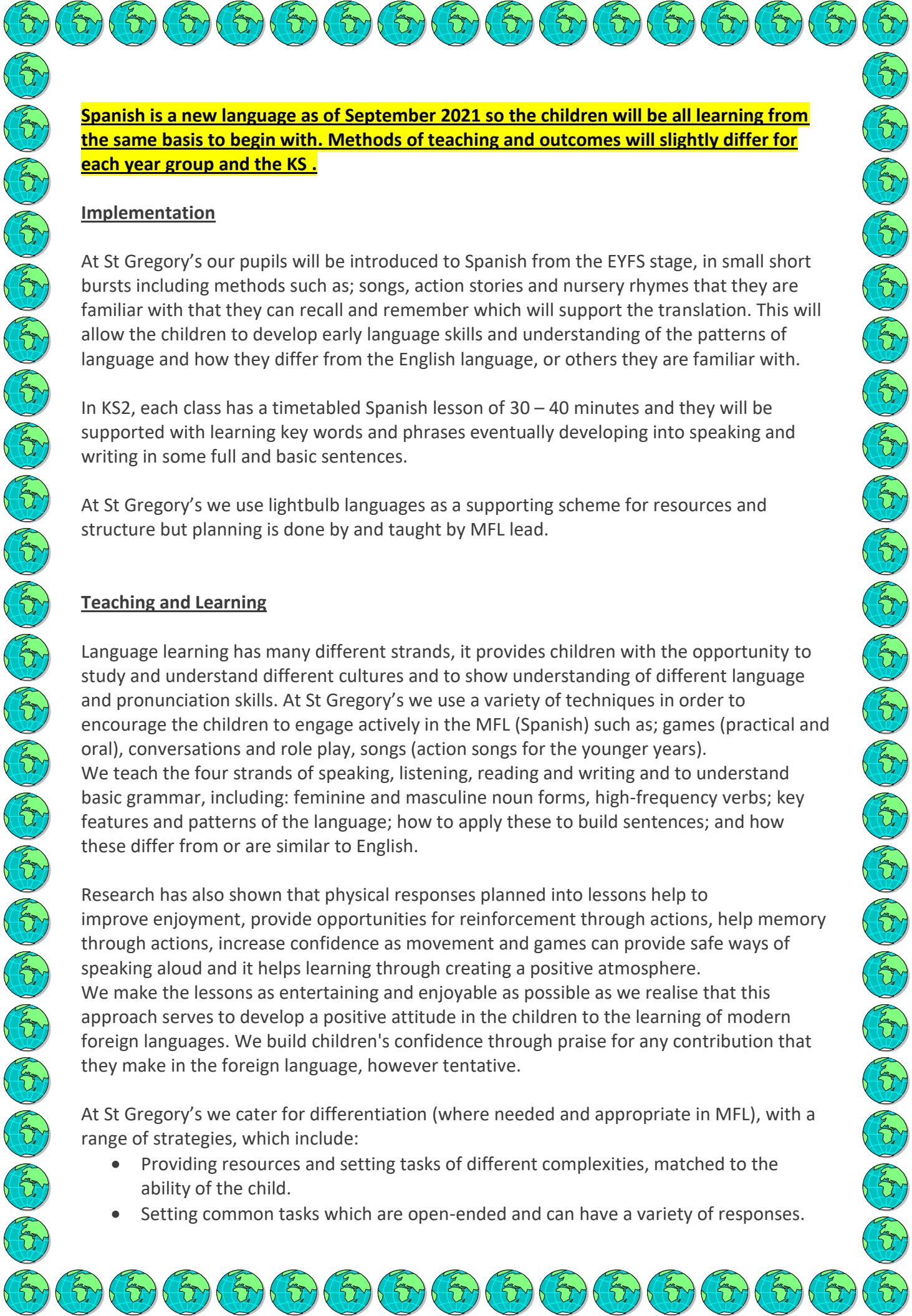
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- Provides CPD opportunity for staff
 - Provides groundwork for MFL in KS2

National Curriculum Expectations

“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 the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.’ (National Curriculum, 2014)

The national curriculum for languages aims to ensure that all pupils:

- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- 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.



Spanish is a new language as of September 2021 so the children will be all learning from the same basis to begin with. Methods of teaching and outcomes will slightly differ for each year group and the KS .

Implementation

At St Gregory's our pupils will be introduced to Spanish from the EYFS stage, in small short bursts including methods such as; songs, action stories and nursery rhymes that they are familiar with that they can recall and remember which will support the translation. This will allow the children to develop early language skills and understanding of the patterns of language and how they differ from the English language, or others they are familiar with.

In KS2, each class has a timetabled Spanish lesson of 30 – 40 minutes and they will be supported with learning key words and phrases eventually developing into speaking and writing in some full and basic sentences.

At St Gregory's we use lightbulb languages as a supporting scheme for resources and structure but planning is done by and taught by MFL lead.

Teaching and Learning

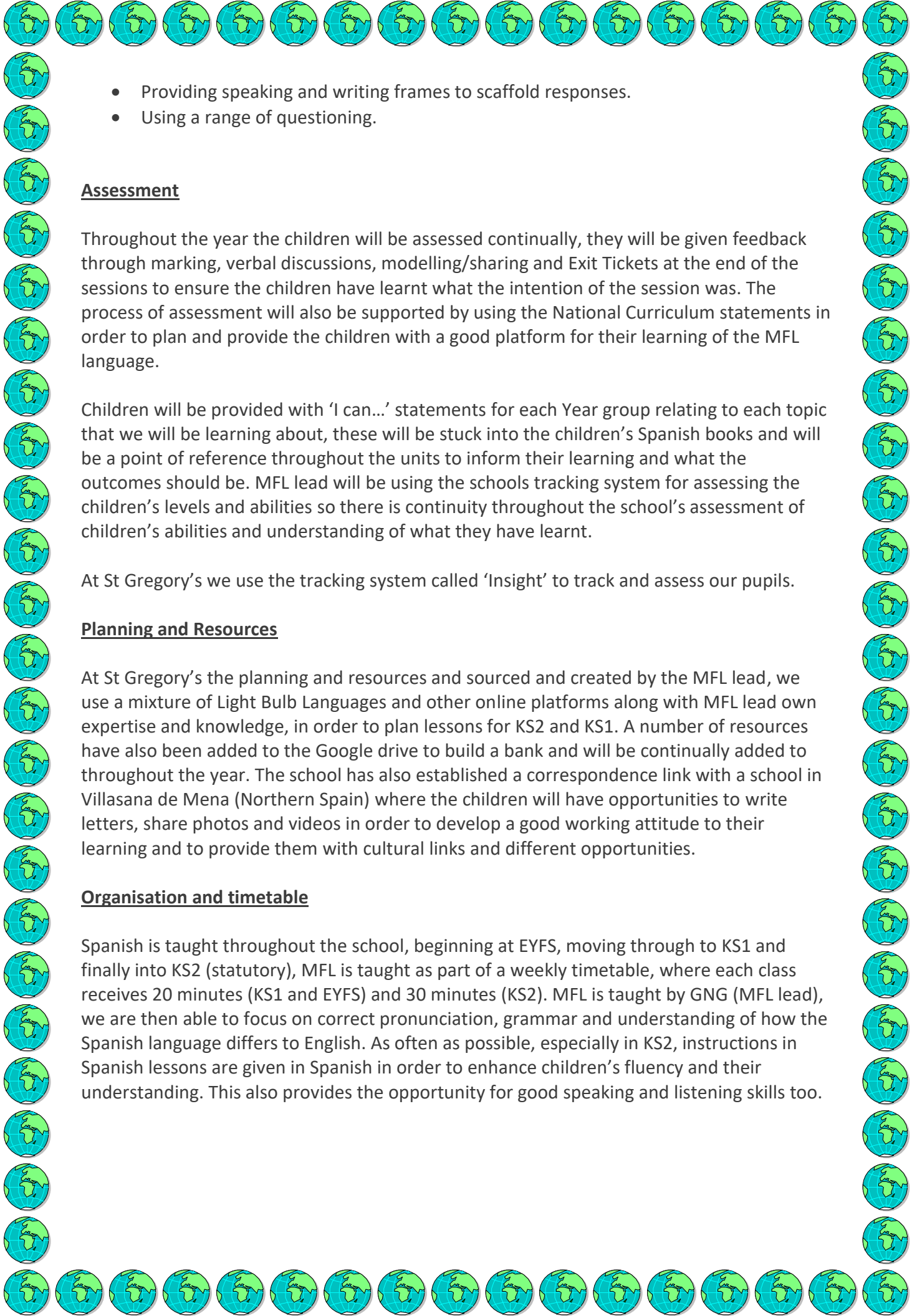
Language learning has many different strands, it provides children with the opportunity to study and understand different cultures and to show understanding of different language and pronunciation skills. At St Gregory's we use a variety of techniques in order to encourage the children to engage actively in the MFL (Spanish) such as; games (practical and oral), conversations and role play, songs (action songs for the younger years). We teach the four strands of speaking, listening, reading and writing and to understand basic grammar, including: feminine and masculine noun forms, high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English.

Research has also shown that physical responses planned into lessons help to improve enjoyment, provide opportunities for reinforcement through actions, help memory through actions, increase confidence as movement and games can provide safe ways of speaking aloud and it helps learning through creating a positive atmosphere.

We make the lessons as entertaining and enjoyable as possible as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. We build children's confidence through praise for any contribution that they make in the foreign language, however tentative.

At St Gregory's we cater for differentiation (where needed and appropriate in MFL), with a range of strategies, which include:

- Providing resources and setting tasks of different complexities, matched to the ability of the child.
- Setting common tasks which are open-ended and can have a variety of responses.

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- Providing speaking and writing frames to scaffold responses.
 - Using a range of questioning.

Assessment

Throughout the year the children will be assessed continually, they will be given feedback through marking, verbal discussions, modelling/sharing and Exit Tickets at the end of the sessions to ensure the children have learnt what the intention of the session was. The process of assessment will also be supported by using the National Curriculum statements in order to plan and provide the children with a good platform for their learning of the MFL language.

Children will be provided with 'I can...' statements for each Year group relating to each topic that we will be learning about, these will be stuck into the children's Spanish books and will be a point of reference throughout the units to inform their learning and what the outcomes should be. MFL lead will be using the schools tracking system for assessing the children's levels and abilities so there is continuity throughout the school's assessment of children's abilities and understanding of what they have learnt.

At St Gregory's we use the tracking system called 'Insight' to track and assess our pupils.

Planning and Resources

At St Gregory's the planning and resources are sourced and created by the MFL lead, we use a mixture of Light Bulb Languages and other online platforms along with MFL lead own expertise and knowledge, in order to plan lessons for KS2 and KS1. A number of resources have also been added to the Google drive to build a bank and will be continually added to throughout the year. The school has also established a correspondence link with a school in Villasana de Mena (Northern Spain) where the children will have opportunities to write letters, share photos and videos in order to develop a good working attitude to their learning and to provide them with cultural links and different opportunities.

Organisation and timetable

Spanish is taught throughout the school, beginning at EYFS, moving through to KS1 and finally into KS2 (statutory), MFL is taught as part of a weekly timetable, where each class receives 20 minutes (KS1 and EYFS) and 30 minutes (KS2). MFL is taught by GNG (MFL lead), we are then able to focus on correct pronunciation, grammar and understanding of how the Spanish language differs to English. As often as possible, especially in KS2, instructions in Spanish lessons are given in Spanish in order to enhance children's fluency and their understanding. This also provides the opportunity for good speaking and listening skills too.



EYFS

In EYFS the children are taught Spanish in the form of speaking, listening and song, this then enables them to enhance skills such as:

- *identifying different sounds in words
- *Speaking and listening skills through mimicking sounds, actions and words given by the adult
- *developing an enjoyment for learning about other languages
- *developing positive attitudes to other languages and cultures

KS1

The teaching of Spanish in KS1 provides a good foundation and building block for the children for when they reach KS2, they will have the ability to learn new aspects of the language more easily due to the fact that they have learnt the basics. The children are therefore taught how to:

- *answer questions and ask them to enhance their learning
- *use of correct pronunciation and intonation of key words and phrases
- *memorise key words and phrases that will feed into KS2 learning and curriculum (see long term plan for KS2)
- *understand basic grammar
- *working in pairs and groups to develop language skills
- *read and write basic/simple words and phrases

KS2

In KS2 the MFL teaching meets the guidance given by the National Curriculum of the skills needed by the children to meet the end of year targets for their year group. The basis of the lessons are from the Lightbulb Languages scheme of learning and provide the children will many different opportunities to enhance their language skills through different topics:

- *engage in conversations with a partner or in a group and giving own opinions
- *speak in full sentences using vocabulary taught
- *give ideas and opinions in class or to other audiences (penpals correspondence)
- *Understand the grammar of words such as adjectives, verbs, nouns and develop a confidence with using the masculine and feminine for nouns
- *write basic words and phrases from memory
- *develop their dictionary skills
- *use new vocabulary to describe different subjects and use in different topics such as; people, places and things.
- * explore the patterns of the language and how they different to languages they speak

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Role of the subject leader

The MFL lead is responsible for the planning, teaching and resourcing of Spanish. The work the children do is a mixture of written and photo evidence as this provides different opportunities for the children to develop their learning through different styles. The MFL lead will:

- *support the children with their learning in a variety of different ways and assess them accordingly, in line with the outcomes written in the National Curriculum.
- *Writes a subject development action plan, policy and long-term plan for the school year
- *assess the children in line with the school tracking system and providing them with opportunities to show the skills that they have learnt at the end of each unit.

Parents

Parents are encouraged to attend the school 'Cultural Day' which happens each year and provides the whole school community with an opportunity to immerse themselves in lots of different cultures and to celebrate our diverse school family.

Parents will also be informed of any visits or school visitors and will encouraged to sign and give permission for the children to take part in the Pen Pals project.

Policy Date: October 2021

Review Date: August 2022