

# MFL Policy

September 2022-23

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## 1. Curriculum Statement

### Intent

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. The 2014 National Curriculum for Modern Foreign Languages aims to ensure that all children:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Are able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and that they are 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.

A high-quality languages education should foster children's curiosity and deepen their understanding of the world. At William Patten, we are committed to ensuring that teaching enables pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. We recognise that competence in another language enables children to interpret, create and exchange meaning within and across cultures.

At William Patten we are committed to ensuring our MFL teaching provides the foundation for learning further languages, as well as the means to access international opportunities for study and work later in life. The teaching of Spanish in EYFS, KS1 and KS2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3.

### Implementation

Children are introduced to Spanish in EYFS through 10 minute weekly lessons. Throughout KS1, children receive a 30-minute lesson every two weeks. This is supplemented through the use of spoken Spanish in the classroom beyond the timetabled lesson, which includes the use of Spanish to give basic instructions and refer to familiar objects in the classroom. This enables the children to develop early language acquisition skills that facilitate their understanding of the patterns of language and how these differ from, or are similar to, English. In KS2, each class has a timetabled Spanish lesson of up to 45 minutes.

Lessons across the Key Stages support the skills of speaking, listening, reading and writing:

- Children are taught to listen attentively to spoken language and respond, joining in with songs, rhymes and games.
- Links have been developed with secondary schools and children from KS3 visit to disseminate language learning to the children.

- Children have an international link with children in Madrid, with regular correspondence taking place. This supports the school's commitment to providing opportunities for children to communicate for practical purposes.
- Children develop an appreciation of a variety of stories, songs, poems and rhymes in Spanish that are delivered through the curriculum content, as well as by native Spanish speakers within the wider school community.
- Cross curricular links with computing are provided using the Spanish app and SEESAW.
- We follow the primary MFL scheme of work from BCC languages provided by Hackney Learning Trust.
- Whole school celebrations like Spanish Language Day and Hispanic Week enables the whole school to be immersed in the inclusion of the culture and use the language meaningfully in context.

Each new unit of work begins with a recap of the previous related knowledge from previous years. This helps children to retrieve what they have learnt in the earlier sequence of the programme of study, and ensures that new knowledge is taught in the context of previous learning to promote a shift in long term memory. Key vocabulary for the new topic is also introduced as part of this 'unit introduction' and children are shown the 'Topic Vocabulary (TV) Mat. This provides definitions and accompanying visuals for each word to ensure accessibility to all. This approach also means that children are able to understand the new vocabulary when it is used in teaching and learning activities and apply it themselves when they approach their work.

Knowledge and skills in Spanish are progressive from one year to the next and are mapped across the school, in line with the BCC scheme of work. Cross curricular links have been identified and the school's own context is considered as part of curriculum planning, including, for example, how the grounds of the school and local resources can be used to enhance and enrich Spanish learning.

## **Impact**

Our MFL curriculum ensures that children develop their knowledge of where different languages, including the range of home languages spoken by the families of the school, as well as Spanish, are spoken in the world. Varied learning experiences, including 'Language of the Month' and 'Hispanic Week' also ensure that languages are celebrated throughout the school community whilst providing a context for language learning and develop the children's understanding of different cultures.

Our partnership working and engagement with the local community have enabled the school to develop its own Spanish app to support the teaching and learning of Spanish nationally – <https://itunes.apple.com/gb/app/william-patten-spanish/id1108877456?mt=8> Innovative approaches to MFL have also enabled the achievement of the British Council's 'International School Award', as well as the Hackney 'Premio Espana Primaria' Award at Gold level. Achievement of both awards was subject to external moderation of the school's evidence base. The school was judged to have demonstrated the achievement of each standard and met the criteria for best practice in accordance with both frameworks, both of which relate directly to the teaching and learning of Modern Foreign Languages.

## 2. Teaching and Learning

We recognise that language learning in its broadest sense has three core strands - **oracy**, **literacy** and **intercultural understanding**. We also recognise that children should be encouraged to apply their knowledge and that we should equip them with strategies for language learning that they can use in the future when studying another foreign language. As a result opportunities to develop **knowledge about language** (KAL) and **language learning strategies** (LLS) underpin the three core strands. This follows the five strands recommended in the Key Stage Two Framework for Languages (DCSF).

We use a variety of techniques to encourage the children to engage actively in the target language: these include games, role-play and songs (particularly action songs). We often use puppets and soft toys to demonstrate the foreign language, and invite native speakers into the classroom and listen to recordings, in order to expose the children to more than one voice in the foreign language. We frequently use mime and pictures to accompany new vocabulary in the foreign language, as this teaches the language without the need for translation.

We teach the four strands of speaking, listening, reading and writing and to understand basic grammar, including: feminine, masculine and the conjugation of 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. We use a multi-sensory and kinaesthetic approach to teaching. 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 helps to foster 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.

We allow for differentiation, 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.
- Providing speaking and writing frames to scaffold responses.
- Using a range of questioning.

Topic Vocabulary mats underpin children's understanding of subject specific language, remind children of previous knowledge and provide visual and summative information on key knowledge to be learned. They support children in engaging in independent tasks. These are placed in books at the beginning of a new topic unit and are used as a reference point as needed. In addition, they are made available to parents to support learning at home.

## 3. Assessment

The children are assessed throughout the year, with the teacher giving feedback orally, through marking and verbally. Children's knowledge and skills are continually assessed and developed by the teacher during lesson, in accordance with the lesson's success criteria. Children review these criteria at the end of each the lesson, using a green pen, and the teacher verifies their judgements. Critical discussion, including that which generated by the teacher's progressive questioning also enables effective ongoing assessment.

This process is supported by the end of KS2 statements in the National Curriculum 2014. These have been used to inform end of year statements for all year groups in both Key Stages, provided by the MFL Consultant for Hackney.

Children review the communicated success criteria at the end of each lesson and their judgements are then verified by the teacher. End of year 'I can' statements can be found at the beginning of the outcomes of work for that year. The teacher records when each of these has been achieved, as informed by evidence of achievement in outcomes of work, assessment tasks and the child's contributions and responses during lessons. This ongoing record is used to inform the end of KS2 data submitted to the Local Authority. This system ensures that assessment informs planning, with objectives that require further consolidation, quickly identified, with opportunities for coverage planned for. Progress towards and achievement of these statements is also used to inform end of year reporting on MFL to parents. By the end of the year, children are expected to have achieved 90%+ of the year group objectives if they are working at, at greater depth, or above the age expectation (for example native speakers).

#### **4. Planning and Resources**

The school has adapted the BCC Languages Spanish scheme to provide teachers, at all levels of Spanish, with a detailed plan for each lesson. This supports teacher confidence, as well as accuracy in the teaching of Spanish. Progression maps are also in place and known to staff, as well as unit summaries, to ensure that knowledge and skills build from one year to the next.

The key vocabulary for each topic is mapped and shared with the children, with reference to the 'Topic Vocabulary (TV) Mat that each year group has created. This provides a graphic organiser of the key vocabulary, the previous relate knowledge and the current key knowledge of the topic.

A number of audio and visual resources are also referenced in the planning and these can be accessed by all staff on the school's shared curriculum drive. Film clips of native Spanish speakers using key phrases and vocabulary, ensure that children are provided with further effective models of the language and each teacher also has access to the 'Rockalingua' resource. A number of related resources, including flashcards, audio and book CDs have also been added to the school's 'shared drive', allowing easy and constant access in all classrooms.

The school has established a link with a Spanish language school in Madrid, which enables the continued promotion of intercultural understanding and further reading and writing skills

through continued correspondence. Correspondence and project work is planned at regular intervals throughout the school year. The school also has a number of links with local secondary schools that support the teaching of Spanish at William Patten through the involvement of KS3 students as role models. These sessions support the transition between KS2 and KS3 and provide consolidation and extension of learning, as well as promoting speaking and listening skills between the older and younger children.

The school uses a range of software to support language learning, including the William Patten Spanish APP. Further resources for use with the interactive whiteboards are also referenced in each lesson plan. The software and internet sites signposted provide access to a model of Spanish from native speakers and support the correct pronunciation. Children are also able to use technology to record songs and speaking and listening tasks (including role play) in Spanish and SEESAW is available as a means to collate these. Children also take part in Skype calls to their counterparts in Madrid.

## 5. Organisation

MFL is introduced to children at the beginning of EYFS, through language games and songs. In Reception, there is an emphasis on speaking and listening activities. Spanish lessons are taught bi-weekly in KS1, with the 30 minutes lesson supplemented through the regular use of Spanish beyond the lesson. In KS2 Spanish is taught through weekly 45-minute lessons. The language is taught by the class teacher which supports further opportunities for immersion in both key stages. For example, teachers are encouraged to write the date in Spanish and class instructions can be given in Spanish, to develop the children's vocabulary in context.

To further support the successful delivery of Spanish, the subject leader attends regular training in the borough. They disseminate good practice to staff throughout the school providing language and vocabulary, book lists and adapted resources. The subject leader is also responsible for ensuring that lesson plans from the BCC Languages scheme of work are successfully adapted.

The school also celebrates the range of languages spoken by the children and their families across the school through 'Language of the Month', which runs alongside the Spanish curriculum. Children learn about where in the world each language is spoken, as well as learning key words in these languages. The children are then able to use vocabulary from each language of the months in a range of situations, such as to greet each other and to respond to the register using the language of the month.

The knowledge that children need to know is summarised in Topic Vocabulary mats and these are shared with parents and carers.

## 6. EYFS

Although languages in the EYFS and KS1 are not statutory, a whole school approach is observed. The aims of learning a foreign language at Foundation Stage (and KS1) are the same for those at KS2:

- Foster an interest in learning another language
- Introduce young learners to a different rich language environment in a way that is enjoyable and fun
- Stimulate and encourage learners' curiosity about language
- Encourage learners to be aware that language has structure and that structures differ from one language to another
- Help learners to understand cultural differences in other countries
- Develop their speaking and listening skills

MFL provision in the EYFS complements the scheme of work for MFL at KS1 and KS2, which revisits previous learning, with an emphasis on speaking and listening and the use of songs and music. The approach supports the children with:

- The ability to identify sound
- The ability to mimic
- The willingness to engage and take risks
- Their enthusiasm and capacity for enjoyment
- The ability to develop confidence and positive attitudes to language

MFL Spanish in the EYFS is informed by and aligned to the following related early learning goals:

Personal, Social and Emotional Development ELG:

- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Communication & Language ELG:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Make use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Understanding the Word ELG:

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

Expressive Arts and Design ELG:

- Sing a range of well-known nursery rhymes and songs.

## 7. **KS1 and KS2**

### **KS1**

The content and skills of Spanish lessons in KS1 provide a sound foundation for later learning. Spanish lessons across the school are planned to allow progress towards and achievement of the objectives stated in the 2014 National Curriculum. Lessons and resources are adapted from the BCC Languages scheme, recommended by the Hackney Learning Trust.

Children are taught to know and understand how to:

- ask and answer questions
- use correct pronunciation and intonation
- memorise words
- interpret meaning
- understand basic grammar
- work in pairs and groups to communicate in the other language
- look at life in another culture
- read and write simple words and basic sentences

### **KS2**

The teaching of languages is based on the guidance material in the Key stage 2 Framework for Languages. Lessons and resources are also adapted from the BCC Languages scheme provided by the Hackney Learning Trust.

Children are taught to know and understand how to:

- Engage in conversations, express opinions and respond to those of others.
- Speak in sentences using familiar vocabulary, phrases and basic language structures.
- Present information and ideas orally to a range of audiences.
- Understand basic grammar including gender of nouns, definite and indefinite articles, singular and plural forms of noun, and conjugation of key verbs.
- Write words and phrases from memory.
- Use an English/Spanish dictionary.
- Adapt phrases to create new sentences describing people, places things and actions orally and in writing.
- Broaden their vocabulary and develop ability to understand new words that are introduced into familiar written material.
- Read carefully and show understanding of words, phrases and simple writing.
- Explore the patterns and sounds of language and link the spelling, sound and meaning of words.

## 8. **Equal Opportunities**

At William Patten we are committed to promoting equal opportunities irrespective of socio-economic background, gender, disability and ethnicity in all areas of the curriculum. We believe all children should have access to and participation in the learning of languages and to be supported in this process.

## 9. **Inclusion**

At William Patten, we teach a modern foreign language to all children. A modern foreign language forms part of the school's commitment to providing a broad and balanced education to all children. Through our modern foreign language teaching, we provide learning opportunities that enable all children to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Native Spanish speakers themselves are considered an asset to Spanish lessons and teachers ensure their full involvement and engagement within lessons and the efforts and achievements of all children in the subject celebrated.

- All children will be supported through differentiation, adaptation or adult support, to enable equal access to learning in MFL Spanish.
- Topic vocabulary is explained to the children from the onset of the topic, with accompanying definitions and visual cues, to ensure that all children develop and are able to use a range of vocabulary according to the topic.
- Within each topic, teachers use 'word aware' to help children from identified vulnerable groups who would benefit. In MFL Spanish, the word chosen for this is generally a technical term that is not a high frequency word.
- Key knowledge for all children is also provided on the TV (knowledge) mat, which is available for all children to refer to throughout the study in their books. Further use of assistive technology is also considered where appropriate for individual learners; this might include the use of a widget to support instructions for construction, or the use of an electronic device to support research.
- QR codes, photographs and print outs/screen shots of tasks completed on a computer or app can be used to evidence a learning process where the child has not produced a recorded outcome.
- Each class also has a working wall, which evolves with the topic. Teachers use this to reinforce the key knowledge and skills.
- Teaching assistants are expected to provide written feedback alongside the outcome or success criteria of the children they have supported as part of the monitoring and assessment of progress in the subject.

## 10. **Role of the Subject Leader**

Recorded outcomes which link directly to speaking and listening tasks are recorded in children's books, which are monitored termly by the subject leader to ensure coverage. The coordination and planning of the MFL curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping them informed about current developments in MFL
- writes a subject development plan, informed by the whole school development plan
- fortnightly teacher meetings, monitoring outcomes in Spanish books, pupil meetings and listening to child voice
- observes and gives feedback to teachers on their teaching of Spanish

- attends specialist courses and ensures content is disseminated to staff

## 11. **Parents**

Parents are encouraged to inform the school about the languages they speak and then these can be added to the list of the languages celebrated through language of the month. Parents are also always welcome to come and read stories in Spanish and other languages. If they have a particular expertise in languages we can involve a parent in delivery of lessons/clubs or events.

Parents are encouraged to attend 'International evening' and 'Tastes of the World' to celebrate and promote intercultural understanding, as well as supporting groups to travel to trips connected with languages events and Hispanic week.

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