

RIVERSDALE PRIMARY SCHOOL

Spanish Policy

Date:

Review Date:

Signed: _____ (Governor)

Signed: _____ (Headteacher)



INTENT

The 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 Riversdale Primary School we are committed to ensuring that competence in another language enables children to interpret, create and exchange meaning within and across cultures. It also helps children develop skills that will open further opportunities later in life. The teaching of Spanish in KS1 and KS2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language learning at KS3. The teaching and learning of a modern foreign language promotes the early development of linguistic competence. We believe that to accomplish this, we should help the children to do all of the following:

- familiarise themselves with the sounds and written form of a modern foreign language;
- 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, and work with materials from different countries and communities, thus increasing their awareness of other cultures;
- 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 basis for further study at Key Stage 3 and beyond

IMPLEMENTATION

Children are introduced to Spanish from Nursery to Year 6 and receive a weekly 20, 30, 40, and 60 minutes lesson depending of the Year group. Lessons across Early years support the skills of speaking and listening. Lessons across KS1 support the skills of speaking, listening and reading and Lessons across KS2 support the skills of speaking, listening, reading and writing.

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 (using literacy, i.e. reading and writing in the foreign language, to learn about the writing system, spelling and structure of the language); learning about and comparing different cultures (inter-cultural understanding). We also recognise that children should be encouraged 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 another foreign language.

We base the teaching on the guidance material in the Key Stage 2 Framework for Languages and the National Curriculum Non-Statutory Guidelines for MFL at Key Stage 2.

We use a variety of techniques to encourage the children to engage actively in the modern foreign language: these include games, role-play and songs (particularly action songs). We frequently use mime to accompany new vocabulary in the foreign language, as this teaches the language without the need for translation.

We emphasise the listening and speaking skills over the reading and writing skills. We also use a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games, as we believe that this serves to reinforce memory.

We teach through repetition in different contexts and using different skills and methods in order to scaffold a sticky knowledge of the language.

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 constant praise for any contribution that they make in the foreign language, however tentative.

We allow for differentiation providing resources of different complexities, matched to the ability of the child.

We promote cross curricular links when it is possible.

IMPACT

Our Modern foreign language curriculum works towards ensuring that the children at Riversdale Primary School acquire and develop secure foundations for their learning of a second language.

Children will

- develop their skills of listening, speaking, reading and writing giving them the opportunity to use and apply their Spanish learning in a variety of contexts and lay the foundations for future language learning;
- recognise and apply key Spanish vocabulary and sentences verbally;
- understand and respond to spoken and written language from a variety of authentic sources;
- be able to write key sentences and vocabulary in Spanish.

ORGANISATION

We teach a foreign language to children throughout Early Years, KS1 and KS2. Each Year group follow their own learning objectives. MFL will be taught by the Spanish teacher for 20 minutes on Early Years, 30 minutes to an hour on KS1 and KS2 on weekly basis. We use the Key Stage 2 Framework for Languages and the National Curriculum Non-Statutory Guidelines for MFL at Key Stage 2 and we have built our curriculum for Early Years and KS1. This will mean that each year group will have plans and resources for the whole year to follow and adapt accordingly. We also plan opportunities for language learning in the teaching of other subjects.

The curriculum that we follow is based on the guidance given in the Key Stage 2 Framework for Languages, the National Curriculum Non-Statutory Guidelines for MFL.

We teach the children to know and understand how to:

- ask and answer questions;
- use correct pronunciation and intonation;
- memorise words;
- interpret meaning;
- understand basic grammar;
- use dictionaries;
- work in pairs and groups to communicate in the other language;
- Look at life in another culture.

CROSS CURRICULAR LINKS

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, helps them understand the concept of register and emphasises the importance of knowing the role of different word types in sentence structure.

Mathematics:

Children reinforce their time-telling skills by playing time-related games in the foreign language. We play number games, too, that reinforce their counting and calculation skills, expand their understanding of date, and increase their knowledge about money.

Personal, Social and Health Education 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 oral 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). MFL pupils likewise learn about the climate of the countries in which the language is spoken.

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 significant historical figures and events in the history of the countries whose language we are studying.

Science:

Children reinforce their knowledge of parts of the body through related games, such as a Spanish version of 'Simon Says', or 'Head, Shoulders, Knees and Toes'. We learn about our planet and how to take care of it.

PE:

Many of the games we use to teach children modern foreign languages are very active games that require fast reactions, e.g. Spanish versions of 'Simon Says' and 'Grandmother's Footsteps'. During summer term we have outdoor learning activities where children play Spanish traditional games.

Modern Foreign Languages and ICT:

Children reinforce their Spanish knowledge using websites with Spanish activities and online games.

INCLUSION

At Riversdale, we plan to provide for all pupils to achieve, including boys and girls, higher achieving pupils, gifted and talented pupils, those with SEN, pupils with disabilities, pupils from all social and cultural backgrounds, children who are in care and those subject to safeguarding, pupils from different ethnic groups and those from diverse linguist background. 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 responding to each child's different needs.

MONITORING AND REVIEWING

The coordination of the MFL curriculum is the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in MFL, and providing a strategic lead and direction for this subject;
- gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in MFL, and indicates areas for further improvement;

This policy will be reviewed at least every two years.