

St Mary's Church of England Primary School



Learn. Achieve. Grow. Flourish.

Modern Foreign Language Policy

KS2 Spanish

POLICY: MFL Spanish
APPROVED BY: Headteacher (Pamela O'Brien)
APPROVED DATE: 07 March 2024
REVIEW DATE: March 2027
This policy is non statutory and will be reviewed every 3 years.

School Vision

As a Church of England school, we value and are ambitious for all children and are committed to providing a positive, safe and stimulating environment for them to enjoy and excel in their learning; grow in confidence, resilience and independence; achieve their full potential and flourish as individuals.

'I instruct you in the way of wisdom and lead you along straight paths' (Proverbs 4:11)

Introduction

The teaching and learning of a Modern Foreign Language (MFL) at St Mary's CE Primary School is in line with 'The National Curriculum in England - Key Stage 2 framework document - September 2013', as adopted in September 2014. In complying with the primary National Curriculum, taking effect from September 2014, learning a foreign language is a requirement for children in KS2.

Many of the children at St Mary's are in the process of learning English but in KS2 they also study the Spanish language and Hispanic culture as a timetabled curriculum foundation subject from Year 3 to Year 6 .

Principles

The main principles for teaching a MFL at St. Mary's is:

- It adheres to the National Curriculum for MFL for KS2.
- It fosters pupils' curiosity and deepens their understanding of the world.
- It 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.
- It provides opportunities for pupils to communicate for practical purposes, learn new ways of thinking and read great literature in the original language.

Curriculum Intent: What do we teach?

- The MFL-Spanish curriculum is broad, balanced, and sequenced.
- The starting point is the communicative function of each topic or situation that is covered. The themes are suited to accommodate the other linguistic aspects that are common to all: the ability to create dialogue, to produce questions and answers, to express opinions and preferences, to describe, to narrate, etc.
- The focus is on communication, but not at the expense of grammatical accuracy. The themes work in harmony with the different grammar points that need to be taught at various stages: for example, in Year 3, when we teach numbers and farm animals, is a perfect context to teach the formation of plural nouns; in Year 4, when we describe the colour of the hair and eyes, the pupils are introduced to the various forms of the colours, as adjectives, and later, in Year 5, when we learn about clothes and also animals, they learn the rules of adjectival formation when they are used to describe them.
- The sequential aspect of the curriculum themes are based mostly on the complexity of the structures taught and how well are they suited to interleaving them at further stages. Vocabulary can be often recycled, but more importantly, the patterns of language are often revisited (i.e. the negative form, using 'gustar' to express likes and dislikes regarding food, animals, languages, school subjects, etc, using 'to have' for various topics – age, pets, family, clothes, etc)
- The teaching of Spanish is progressive with the final year of KS2 bringing more complex elements of grammar, such as verb conjugation, always building upon previous knowledge of verb variation when using different persons. This is known since the beginning of Year 3, when they learn this point through questions and answers, but they do not learn the basic rules until Year 6.
- Throughout the four years of Spanish teaching, we include a strong cultural element at various points during the year, coinciding with annual celebrations (Christmas, Easter), festivals (Day of the Dead), or simple traditions (birthdays). We include information about Spain and other Spanish speaking countries: we learn about indigenous animals from South America, about the weather and geographical features from various Hispanic countries and different types of food, music and traditions.
- We use stories, song, rhymes, and poems to enhance the learning experience and make it more authentic, engaging and memorable.

- Pupils are taught to use a variety of language learning techniques, which will help with language learning in the future, no matter which language they end up learning from KS3 onwards.

Implementation: How do we teach Spanish?

- Spanish is taught in KS2 in lessons that are 40 minutes long and are imparted by a native, qualified teacher. These lessons are complemented with short, pre-recorded videos (called 'tapas') to increase the time of exposure to the language at regular intervals in between the in-person lessons. They have various purposes: to interleave previous content; to revise the last lesson's content or to prime the pupils for what will be introduced in a subsequent lesson; to cover some cultural aspect; to practice a particular skill. These videos, which have been planned and recorded by the Subject Lead/Teacher, can be found on the school website, where the pupils can also have access to them.
- The lesson structure is designed to support the way children learn by following a familiar structure; the following elements are consistently present in each lesson depending on the year group – greetings, say/write the date, oral work based on simple dialogues, talk about the weather, retrieval practice, etc. – and with varied support provided for the younger and/or the less confident learners.
- Spanish is taught using the principles of the E.P.I. (Extensive Processing Instruction) methodology devised by Dr Gianfranco Conti. This approach ensures that the pupils have an effective language learning experience through the use of comprehensible materials chosen by their high communicative value.
- The content is presented in chunks, which are also highly adaptable into a variety of contexts.
- There are macro-functions (i.e. description) which can be applied to a number of contexts or topics (i.e. talking about clothes, weather, animals, people, places, etc.). This has a high re-use value, and the multiple applications imply that the structures are used repeatedly and that the students learn about the flexibility and malleability of language.
- The children learn through activities that focus primarily on listening and reading as modelling to give them confidence and familiarity with the vocabulary, which is introduced as chunks in the form of sentence builders. Their oral and writing skills are developed through a lot of question-and-answer practice as well as constant interleaving and recycling of previous material.

Impact: How do we assess the learning?

- We need to ascertain that what we teach and how we teach it is having a positive impact in the children's learning; we need to know that our pupils are actually progressing in their foreign language acquisition. We also need to ensure that all children are working at an appropriate level of challenge, somewhere in their zone of proximal development, where they can encounter enough challenge.
- Assessment is done in a variety of ways:
 - o Formative assessment → ongoing in lessons, using all skills – listening, reading for form and meaning often, writing and oral work every so often. The use of mini whiteboards is a good resource for quick overview of the class level of understanding or retention of content.
 - o Quizzes → We often use the so called 'Quick Quiz' which consists of 3 questions of different types of each time, that draw on something just taught. The feedback is immediate. We tend to do this weekly and provides good information about the learning of key aspects of the lessons.
 - o Summative assessment → Every term there is a more formal type of assessment, assessing various skills: listening, reading and writing in all of them, speaking, grammar and phonics whenever possible or appropriate.

Using tailored pre-recorded lessons and other materials produced by the Spanish teacher enables students with special educational needs and/or disabilities (SEND) as well as New to English children to consolidate learning. Assessment for SEND and New to English children happens in a less formal way, using games, questions or activities that enable us to record the level of achievement.

- The formal termly assessments have graded questions, so that all children are challenged, but those who still struggle, are given some extra support sometimes and those who excel, are encouraged to try to go further in their writing and oral assessments.
- The assessment results are shared with and explained to the pupils, so that they can see how they are progressing throughout the years (there is a copy of their results in their books). These are also shared with their class teachers.
- The results inform the planning of subsequent lessons. If there are only a few students who are struggling in a specific area, these are directed to the materials set in the website for the purpose of revision and reinforcement. This also links to the aim of preparing the pupils to become independent and responsible learners. *Below you can find an outline of the main units by topic covered within KS2: (see appendix 1)*

Resources

- At St Mary's we use a bespoke scheme of work.
- The pupils use booklets in lessons which include sentence builders, key grammar points and phonetic information.
- The school has purchased a number of story books and language games which are used in some of the lessons.
- The PowerPoints accompanying most of the lessons are kept in the Public Data area for future reference.

Equal opportunities

This policy applies to all children regardless of their preferred gender description, ethnicity, colour, ability or disability, English language proficiency, religion, lifestyle or nationality. The accurate match of work to individual and group need is met through effective planning and delivery, based upon assessment and monitoring of progress. Strategies are used accordingly, such as scaffolding learning, differentiation, e.g. variation in presentation of work or recording, mixed ability groups in interactive/ drama work which can be beneficial to all learners.

The Role of the Subject Leader

School expectations for subject leaders to promote professional leadership and management of subjects are fully outlined in the '[Job Description for Curriculum Subject Leader](#)' and relevant [Job Specification](#). The Subject Leader's role is to secure high-quality teaching, effective use of resources and the highest standards of teaching and learning and achievement for all pupils.

Objectives for subject leadership include:

- To ensure pupil entitlement to the National Curriculum
- To continuously raise standards of pupils' achievement at all levels
- To foster enjoyment and satisfaction in the study of the subject
- To enhance the teaching of the subject and principal responsibility areas include:
 - A. Strategic direction
 - B. Teaching, learning and the curriculum
 - C. Leading and managing staff
 - D. Managing resources

CURRICULUM MAP – UNITS OF WORK

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
T1	<p>Unit 1: Greetings and introductions</p> <p>Unit 2: Expressing how you feel</p> <p>Unit 3: Age [Numbers 0-10]</p> <p>Unit 4: Colours</p>	<p>Unit 8: Countries of origin Languages</p> <p>Unit 9: Flags</p>	<p>Unit 12: Family members</p> <p>Unit 13: Numbers to 31 Seasons and Months Dates Birthdays</p>	<p>Unit 17: The town [Cardinal points] [Places in town] [Description] [Opinions justified] [The verb 'to go']</p>
T2	<p>Unit 5: Spanish phonics</p> <p>Unit 6: Pets [Numbers 11-15]</p>	<p>Unit 10: School Subjects</p> <p>[[Revisiting Units 1-10]]</p>	<p>Unit 14: The weather</p> <p>Unit 15: Clothes (part 1)</p>	<p>Unit 18: Free time activities [Sports]</p> <p>Unit 19: Verb conjugation</p>
T3	<p>Unit 7: Fruits [Expressions of opinion] [Days of the week]</p>	<p>Unit 11: Physical description [Colour of hair and eyes] [Parts of the body]</p>	<p>Unit 15: Clothes (part 2) [[Revisiting Units 1-14]]</p> <p>Unit 16: Wild animals</p>	<p>Unit 20: [[All about me]]</p> <p>Unit 21: The kiosk [Numbers to 100]</p>