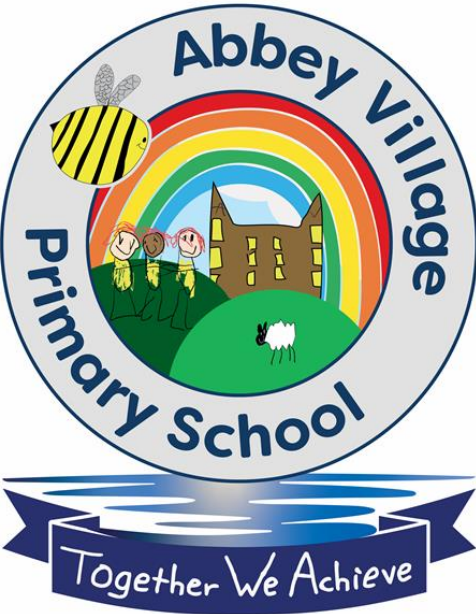


# Abbey Village primary School

## Modern Foreign Language Policy



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### Modern Foreign Language Policy

*"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, it goes to his heart." Nelson Mandela*

Languages are an integral part of the curriculum. Learning a language is a liberation from insularity and provides an opening to other cultures. It helps to equip pupils with the knowledge and cultural capital they need to succeed in life. It encourages pupils to appreciate and celebrate difference. The languages curriculum should also provide the foundation for learning further languages. It should enable pupils to study and work in other countries. In doing this, the languages curriculum has a potential positive impact on business and the economy. (Curriculum research review series: languages, published 7<sup>th</sup> June 2021)

At Abbey Village Primary, we believe that learning a foreign language enriches our curriculum. It provides fun, excitement and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning. The skills, knowledge and understanding gained make a major contribution to the development of children's oracy and literacy and to their understanding of their culture and the culture of others. Language lies at the heart of identity and community and learning another language helps children to develop their understanding of diversity. It also gives them a new perspective on their own language.

We have chosen to use Primary Language Network to support our teaching of a modern foreign language across Key stage 2. The language we teach is Spanish because it is one of the most commonly spoken languages in the world and Spain is a popular holiday destination for our families as are other Spanish speaking destinations such as the Balearic Islands, the Canary islands, Mexico and some of the Caribbean islands. Spanish is considered to be one of the easiest languages for a native English speaker to learn. The grammar and pronunciation are different from English but simpler and more consistent. The English language acquired almost 30 percent of its vocabulary from Latin, so immediately many Spanish words are recognisable and share the same roots. This helps to develop confidence and engagement when learning a modern foreign language.

Language learning:

- Stimulates children's creativity
- Supports oracy and literacy
- Celebrates cultural diversity
- Liberates children from insularity
- Fosters curiosity
- Deepens their understanding of the world

#### Aims

- To capitalise on the ability of young children to rapidly acquire passive and active knowledge of another language.
- To broaden the cultural awareness of the pupils and to foster positive attitudes to language learning.

- To create confident language learners who enjoy languages, who can express their thoughts and ideas in another language and can understand and listen to its speakers both in speech and in writing.

The learning of a foreign language should be enjoyable and relevant for all pupils. A variety of activities and approaches should be used to challenge, motivate and sustain interest.

Lessons will be interactive and will provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. The focus will be on practical communication. Lessons should enable pupils to understand and communicate ideas, facts and feelings in speech and writing.

### **Approaches:**

In the early years and key stage 1, the learning of a modern foreign language is non-statutory. Children will enjoy becoming familiar with a foreign language and the focus will be on listening and speaking activities. Children will also develop their cultural understanding of people from a different country.

In Key stage 2 children will follow the Primary Language Network programme for Spanish. Lessons and activities will include:

- Providing opportunities in each lesson for pupils to use and practise what they have learned.
- Language games to enhance motivation and engagement.
- Learning songs, rhymes and stories.
- Focus on grammatical structures and phonology.
- Pair work and group work.
- Use of authentic materials.
- Use of ICT where relevant.
- Written activities to reinforce learning.

### **The role of the MFL subject leader**

- Liaise with class teachers to timetable and coordinate MFL lessons.
- Support staff by providing resources and informing them of any training opportunities.
- Attend any central training and meetings as appropriate and disseminate information back to staff.
- Monitor MFL lessons.
- Coordinate celebrations and any other MFL events in school.
- Liaise with any secondary schools re transition from KS2 to KS3.

### **Inclusion**

All pupils are equally valued, including those who need extra support for a range of educational needs and more able pupils. To ensure all children can access lessons staff will use:

- Visual aids

- Choral and individual repetition
- Physical responses to questions
- Open and closed questions
- Multiple choice questions
- Tasks with small, clearly identified steps
- Practical activities
- Use of teaching assistants to support some learners
- Differentiated written work
- Higher achievers encouraged to lead some language tasks

### **Assessment and monitoring**

Class teachers plan and deliver the lessons. We use Primary language Network to support planning and assessment. We assess the children's progress informally during the lessons. Progress is evaluated with the reference to the for national attainment targets of : responding, Speaking and Listening, Reading and Writing.

Policy written by Paula Roworth  
Policy to be reviewed: July 2023