



Trinity St. Peter's

Church of England Primary School

where children shine

## **Modern Foreign Languages Policy**

At Trinity St. Peter's, we take pride in the teachings of our unique school values that underpin all learning. We promote the British fundamental values where British law, democracy and a mutual respect and tolerance for those of other faiths, cultures and beliefs is embedded through all areas of the curriculum. Through learning another language, pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

## **Introduction**

Learning a foreign language is part of the primary National Curriculum and is a statutory requirement for all children within Key Stage 2 (KS2). At Trinity St. Peter's, we have adopted a whole school approach to the teaching of Spanish for *all* pupils as outlined within this policy.

## **Purpose of Study**

Our aim is to develop the confidence and competence of each child within our primary foreign language of Spanish. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

We support the children in developing and demonstrating substantial progress in the five key language skills necessary for learning Spanish:

- Speaking
- Listening
- Reading
- Writing
- Grammar

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey. These skills support the development of children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between the foreign language they are learning and English. We also help to strengthen pupils' sense of identity through learning about culture in other countries and comparing it with their own.

## **Teaching and Learning Overview**

Our whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

The National Curriculum for languages aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and 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 authentic writing in the language studied.

By the end of Key Stage 2, pupils should be able to:

- Listen attentively to spoken language and show understanding by joining in and responding.
- 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.

There is an allocated Spanish display board/area within individual classrooms, which displays common language that the children will encounter. For Key Stage 2 classes, this may include key language from the units that children are exposed to during discrete lessons.

## Organisation and Delivery

### **Key Stage 2**

We follow the 'Language Angels' scheme of work as the basis for planning and to ensure progression across year groups. This resource supports the delivery of Spanish language lessons by school staff; however, staff are free to supplement lesson delivery using their own ideas and experiences as well as those of their colleagues.

The class teacher is responsible for delivering formal Spanish lessons following the 'Language Angels' scheme on **at least** a fortnightly basis. The lessons are designed to motivate, captivate and interest children from the outset. They have clear, achievable objectives and incorporate different learning styles. Children with SEND have access to the curriculum through variation of task, grouping or support from an adult.

Below is an example outline of the units which are covered throughout KS2\*:

Year 3	Year 4	Year 5	Year 6
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Core Vocabulary * & Phonetics	Presenting Myself	Do You Have A Pet?	Verbs & Grammar
I'm Learning Spanish	Family	What Is The Date?	At School
Animals	My Home	The Weather	The Weekend
Musical Instruments	At The Café	Clothes	Habitats (Progressive Version)
Little Red Riding Hood or Ancient Britain	The Classroom	Habitats	Healthy Lifestyles
I Can...	Goldilocks	The Olympics or Habitats (Progressive Version)	The Planets

*\*Class teachers may decide to choose an appropriate supplementary unit available through the Language Angels scheme of work should this provide further opportunities for cross-curricular learning in other curriculum lessons.*

Alongside the above, class teachers are expected to implement Spanish conversational and organisational language within their daily routine to ensure regular revision and practise and to ensure that new language is retained.

Applications such as Duolingo on the school iPads also enable the children to carry out their own learning and address any misconceptions.

### **Foundation Stage and Key Stage 1**

Modern Foreign Language teaching in EYFS/KS1 largely focuses on speaking and listening and should provide the first steps for language learning, preparing children for study at KS2.

Pupils begin learning Spanish in Foundation Stage. Pupils encounter key, basic vocabulary in the Spanish language and work on building up their memory skills. Pupils will repeat and then recall from memory, often delivered through songs and rhymes. This includes basic greetings, numbers, the alphabet and colours. They become familiar with the sounds of the language and some basic words and phrases.

In KS1, pupils build up a larger bank of spoken vocabulary and will repeat and then recall from memory with good pronunciation. Pupils build on the above by beginning to move from single words towards simple conversational sentences. Teachers will ensure that pupils are also exposed to key spoken everyday language throughout the school day.

Class teachers in KS1 aim to deliver a discrete, timetabled Spanish lesson at least fortnightly within their classes. This will be largely delivered through songs, rhymes and other appropriate media (with appropriate resources available in the Staff Shared folder on the school server).

### **Monitoring and Evaluation**

In KS2, the class teacher responsible for delivering formal Spanish lessons is expected to mark children's work in line with the school's Marking & Feedback policy.

After each unit, pupils complete unit assessments available from the Language Angels scheme of work. This allows judgements to be made about the level of individual pupils' achievement.

This form of assessment enables us to determine the learning and progression of all pupils in the key language learning skills as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2.

The Subject Leader and class teacher will together monitor the learning and progression made by pupils across the key stage.

Each child's progress is tracked termly by the Spanish Subject Leader.

Spanish attainment is shared with parents at the end of the academic year via school reports.

### **Special Educational Needs**

Pupils who are identified as having additional learning needs will access learning within the subject through Quality First Teaching resources and additional strategies as outlined in the child's SEN Support Plan.

### **Global Citizenship**

We wish to provide our pupils with the information and skills needed to become aware of the links between the local and the global, and enable them to become 'caring global citizens of the world' as stated in our school vision statement. This will involve challenging and supporting all our pupils to become critical thinkers, to develop independent learning skills and to learn about their rights and accept responsibilities.

The MfL Subject Leader will encourage, where appropriate, class assemblies and presentations related to the Spanish language and culture (in line with the Global Citizenship policy and associated calendar of events). This includes national events relating to MFL, such as European Languages Day.

Global Citizenship is assessed by the Subject Leader and Assistant Headteacher using the Oxfam progression grid, in line with the Global Citizenship policy.

### **Spirituality**

Pupils are encouraged to explore and discuss how people / other cultures are different or similar to their own. Pupils consider how people express themselves and are encouraged to be mindful and accepting of other people's choices and beliefs.

Reviewed during academic year 2024/25

To be reviewed during academic year 2025/26