

Modern Foreign Languages Policy



Our aim is as simple as **ABC**

Achieving, Belonging, Caring

'Be courageous, for the Lord your God will be with you wherever you go' Joshua 1:9

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2021

We are proud to be a truly inclusive Church school and we aim to help our children develop as individuals, combining academic achievement with good pastoral care.

Our Christian Values are an integral part of the character of our school and are reflected in the daily life and work throughout the day.

We guide the children's moral and spiritual development in a way that reflects the school's Christian foundation.

Through excellent teaching we give each child access to an appropriate, broad, balanced and relevant curriculum

We provide a secure, caring and stimulating environment in which children are happy, enabled as learners and fulfil their potential.

Inclusion

Our Christian Foundation and Values form the basis of our everyday lives. We believe that all children and adults have the right to be treated equally, with respect and with dignity. We aim to prepare children to live harmoniously in a multicultural society, to value their culture and to have respect for other cultures.

Cubbington C of E Primary School

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We are committed to giving children equal opportunities to succeed in all subjects by identifying and addressing potential barriers to learning. Within Art staff will plan the content, pace and style of teaching to match the profile of the class and include all learners.

We aim to ensure the core standards in our Equality Statement are an integral part of our inclusive curriculum.

We take account of our duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation. Racism in any form is unacceptable in our school.

Our Creative Curriculum

Alongside the specific teaching of the core subjects within the National Curriculum (English, Maths and Science) we aim to ensure that our children develop their personal abilities and attributes alongside subject specific knowledge and skills.

As a result we have based our Creative Curriculum on 3 major Drivers:

DEVELOPING SELF AWARENESS AND MOTIVATION
GROWTH AND INDEPENDENCE
DIVERSITY IN THE WIDER WORLD

With these building blocks we try to ensure that our curriculum is stimulating, challenging, enjoyed by our children while meeting their particular needs, and is creative in its delivery.

1 Aims and objectives

In our school we teach a foreign language to all the pupils in Key Stage 2 (KS2). We offer an interdisciplinary curriculum in which our pupils learn about their own culture and traditions and those of people from other countries. A strong sense of their place in the world is acquired and reinforced throughout their time with us. In line with other education systems in Europe, we offer them the opportunity to lay solid foundations of linguistic competence in a foreign language early on.

The guidance from the primary curriculum 2014 is to concentrate on the teaching and learning of one single language for the entire cycle of KS2. This has been a tradition held at Cubbington School for a long time. The language chosen is Spanish. Among many important and practical reasons to learn Spanish, we list three below:

- a) **Immediacy:** Acquiring the foundations of Spanish is easy. The Spanish oral and written systems are regular and coinciding with one another, the exceptions are few. No mismatch between what one pronounces and what one writes means that once pupils have acquired how to sound out all the letters and the letter strings, they are able to read any new word independently and, with time and listening practice, they can predict the spelling of new words. Also, in this task of decoding, the children are helped by the same Western roots of English and Spanish and their common vocabulary.
- b) **Vicinity:** Spain is a close neighbour of the UK. Across the centuries, Spain and the British Isles have made the history of Europe.
- c) **Around the world:** Spanish is a language spoken worldwide. It is an important language in the UE; it is the official language of around 30 different countries around the world; it is used more and more alongside English in the United States of America.

Young children are naturally equipped to acquire languages. Linguistic studies demonstrate that children segment and copy sounds with higher precision than adults. It is also widely believed that

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early acquisition of a foreign language is a door to the learning of other languages in Key Stage 3 and Key Stage 4 and later in life.

The main objective of teaching a foreign language in primaries is to promote and support the early development of linguistic competence in children. We also want to:

- foster the natural curiosity and the mental flexibility of children;
- help children develop their awareness of cultural differences among countries and deepen their understanding of the world;
- lay the foundations for future study of other languages;
- develop good speaking and listening skills;
- make children aware of the grammatical structure of languages. These structures can vary slightly or widely from one language to another;
- introduce children to another language in enjoyable ways (games, music, toys);
- provide opportunities for children to communicate for real purposes using a different language from their main one;
- provide the first tools to access and enjoy books, broadcasts, films in the original language;
- believe that learning languages and comparing customs, traditions and cultures foster the development of new insight and ideas to be conscientious citizens, to secure a better financial future and to help solve local and global issues.

2 Teaching and learning style

2.1 Our teaching is based on the methodology and the progression outlined in The Key Stage 2 Framework for Languages (Department for Education and Skills). Units and resources from different schemes of work (QCA, LCP, Early Start) and our own units and devised resources are adapted to fit into the context of our school and the abilities of our pupils.

2.2 We use a variety of techniques to encourage our pupils to engage in the practice and use of the foreign language. These include: games, role-plays and action songs. We may use puppets, soft toys and realia in the lesson. Very often miming actions, words and using drama are useful methods to teach new content in the foreign language.

2.3 We strive to give equal weight to the four skills of languages: listening, speaking, reading and writing. The emphasis may be on listening over reading and of speaking over writing in the first stages of the language acquisition. We devise activities to suit all learning styles: the auditory and the visual learning styles are intrinsic to the learning of a foreign language; however, we often use the kinaesthetic approach after having introduced new content orally and visually.

2.4 We make the lessons as entertaining and enjoyable as possible to develop a positive attitude to the learning of this subject in our pupils. We build the confidence of our pupils through praise and encouragement.

3 Organisation

3.1 We teach Spanish to our pupils in Year 3, 4, 5 and 6 for one hour a week in each year group. A subject specialist teaches the foreign language. The subject specialist teacher may, at times, seek support from the classroom teacher to reinforce new content delivered during the Spanish lesson, e.g. the practice of a song, the repetition of new vocabulary, etc. The classroom teacher may accommodate the reinforcement of the foreign language for a maximum of 10 minutes of the classroom time, when possible.

4 The curriculum

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4.1 Our curriculum is based on The Key Stage 2 Framework for Languages, the guidance given in the National Curriculum 2014 and the curriculum content of the other subjects taught at this school.

Our teaching strives to provide an appropriate balance of spoken and written language according to the topic or unit taught. However, listening and responding may have a priority in the initial stages of the language acquisition to increase the familiarity of the pupils with the Spanish pronunciation.

4.2 In line with the programme of study and the foreign language subject content for Key Stage 2, the focus of the curriculum will be on communication for a real purpose and children will be taught to:

- listen attentively to the Spanish spoken language and show understanding by joining in and responding;
- explore the patterns and sounds of the language through songs and rhymes;
- link the sound, the spelling and the meaning of Spanish words;
- engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help;
- speak in phrases and basic language structures using familiar vocabulary;
- read carefully and show understanding of Spanish words, phrases and simple writing;
- appreciate stories, songs, poems and rhymes in Spanish;
- broaden their vocabulary and develop their ability to understand new words encountered in familiar written material, through inference and the use of dictionaries, glossaries and other reference materials;
- write phrases from memory and adapt these to create new sentences in order to express ideas clearly;
- describe people, places, objects and actions orally and in writing;
- understand basic grammar of the Spanish language including: feminine and masculine forms; conjugation of high-frequency verbs; key features (singular and plural forms) and patterns of the language (adjective after the noun); how to apply these forms, features and patterns to build sentences; how these differ from or are similar to English.

5 The contribution of foreign languages to teaching in other curriculum areas

5.1 The foreign language naturally belongs to the Literacy area of the curriculum. The teaching of the foreign language contributes to and deepens the understanding of every other curriculum area.

6 Foreign languages and ICT

ICT provides infinite opportunities to broaden the experience of the foreign language beyond the boundaries of the classroom. Computer applications, software with language programmes, the interactive whiteboard are used often to enhance the experience of the foreign language. The Internet connection in our school provides access to an array of resources: Google Earth, professional channels of songs, educational videos, all with original images and sounds. Through the eTwinning programme of the EU, we have contacted and established pen pal exchanges with pupils in Spanish schools using emails as well as paper letters.

7 Modern foreign languages and inclusion

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8 Assessment for learning

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We assess our pupils informally during the Spanish lessons monitoring their progress and their enjoyment of the subject. Formal written tests may be given in the Upper Key Stage 2. There are no National Key Stage tests. The language teacher monitors and evaluates the progress of the pupils to communicate their linguistic development to colleagues and to the families of the children. The language teacher is in contact with the secondary school colleagues who can request a progress report when the primary school children move to the next phase of their education.

9 Resources

We use a variety of resources to support our teaching: high quality books and worksheets to practise features of the language, CDs and DVDs to enjoy music and videos related to the Spanish world, language software to play games in Spanish. We use soft toys and realia to bring the language to life in the classroom. When possible, we use our school's kitchen equipment to cook Spanish food.

10 Monitoring and review

- 10.1** We monitor the foreign language teaching and learning in the same way as we do all the other courses that we teach in the school. Governors are kept informed by the Head as to the progress made by the children in Spanish. The governors' Standards committee has the responsibility of monitoring the success of our teaching of Spanish when appropriate.
- 10.2** The head teacher also liaises with the local secondary schools so that they are aware of the modern foreign language experience of our children when they move to the next phase of their education.
- 10.3** This policy will be reviewed at least every three years.