

MODERN FOREIGN LANGUAGES (Spanish) POLICY 2023

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. DfE 2013

At Haydn, we believe that a high-quality modern foreign language education equips pupils with an understanding of the world and their place within it. We value the celebration of language and culture and encourage all pupils to appreciate and respect the diversity in both our school and the wider community. We want language learning to be memorable and meaningful and aim to develop linguistic skills through a variety of interactive and engaging lessons. We want our children to be able to express ideas and thoughts in another language and understand and respond to its speakers, both in speech and in writing. Pupils will learn new ways of thinking and develop linguistic skills that will lay foundations for further language training. The intent of our language teaching is to equip children not only with the ability to express spoken and written thoughts in another language, but to develop an international and inclusive outlook. Haydn children should leave our school using language to help them think creatively, confidently and curiously. Children must embody our core values; to be ready, resilient, resourceful, reflective and respectful.

1. Intent

This policy document sets out the school's intent, implementation and impact for the delivery of Modern Foreign Languages (Spanish). This policy will be reviewed at regular intervals and updated as necessary by the Modern Foreign Languages Co-ordinator.

- 1.1** A high-quality modern foreign language education equips pupils to use deep thinking and creativity to understand and change the world. Modern Foreign Languages has links with English, Religious Education and Geography.
- 1.2** The core of MFL is to be able to express ideas and thoughts in another language and to understand and respond to its speakers, in which pupils are taught to explore the relationship between language and identity.

- 1.3 Through learning about Spanish culture, we hope they will develop an international outlook and an enhanced understanding of their place within the world.
- 1.4 We intend that through learning Spanish, pupils will develop both an awareness of cultural differences and an appreciation of diversity in society.
- 1.5 Building on this knowledge and understanding, pupils are equipped for life in modern Britain, in which work and activities increasingly involve using languages other than English.

2. Aims and objectives

The aims and objectives of learning a modern foreign language in primary school are:

- to foster an interest in learning other languages;
- to introduce young children to another language in a way that is enjoyable and fun;
- to make young children aware that language has structure, and that the structure differs from one language to another;
- to help children develop their awareness of cultural differences in other countries;
- to develop their speaking and listening skills; to lay the foundations for future study.

2.2 To achieve this aim we will follow the 2014 National Curriculum for MfL which aims to ensure that by the end of Key Stage 2 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 writing in the language studied.

3 Modern Foreign Languages Implementation - Organisation of Teaching and Learning

3.1 At Haydn Primary School we teach a foreign language to children in Key Stage 2 for one hour per fortnight. In Key Stage 1, Spanish is taught by the class teacher informally each week and is intertwined with other areas of the curriculum. The subject is currently planned and taught by **Amanda Drage**, a qualified Spanish teacher.

3.2 A modern foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children.

We use a variety of techniques to encourage the children to have an active engagement in the modern foreign language. These include games, role-play and songs (particularly action songs). We use Spanish Interactive Whiteboard resources and the internet to enable children to hear the intonation of native

Spanish speakers and to become familiar with the use of Spanish vocabulary in conversation. We frequently use gesture and mime to accompany new vocabulary in the foreign language, as this serves to demonstrate the foreign 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 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 they make in the foreign language, however tentative.

3.3 We use knowledge organisers routinely as a useful aid the children can refer to throughout each topic. Children are explicitly taught how to use their knowledge organisers to help support their learning.

3.4 We organise a number of 'memorable experiences' to help embed our knowledge through experiential learning. These involve: Chinese New Year whole school celebrations, Spanish story times for our younger children, activities to support European Day of Languages and our newest event, 'Stories from Around the World'.

4 Modern Foreign Languages Curriculum

4.1 The curriculum that we follow is based upon the guidance given in the new revised National Curriculum, the QCA Scheme of Work for Spanish at Key Stage 2 and the 'Lightbulb Languages' Scheme of work.

- to speak competently and creatively for different purpose;
- to understand, recall and respond to speech;
- to participate in conversation;
- to explore ideas through role play;
- understand basic grammar;
- use dictionaries;
- work in pairs and groups and communicate in Spanish;
- to look at life in another culture.

5 Modern Foreign Languages Impact

Inclusion

5.1 At Haydn, we have a number of non-negotiables in place to ensure classroom environments support effective teaching for children with SEND. These involve: Ensure that key vocabulary and necessary resources (key topic language, images) are displayed on Spanish working wall and referred to regularly; Ensure that supporting topic resources are readily available in each classroom. These must include: Spanish dictionaries; maps of key countries; key

vocabulary and flags; Multi-sensory learning opportunities must be planned for. Ensure to provide opportunities for visual, auditory and physical learning experiences such as listening tasks, talking with talk partners, matching images, physical games.

5.2 At Haydn we teach a modern foreign language to all children, whatever their ability. 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. Assessment using the Key Stage 2 Framework for languages allows us to consider each child's attainment and progress against expected levels.

5.3 When progress falls significantly outside the expected range, the child may have special educational needs. Through adapted teaching style and organisation, we can take additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

6 Assessment and recording

6.1 We assess the children in order to ensure that they make good progress in this subject. We do this informally during the lessons through observation, questioning and self-assessment using "I can" statements. This helps the practitioner to note what the children can do and what they need to do next. Formally, pupils are assessed against each learning objective, along with the strands of reading, writing, speaking and listening.

7 Resources

- Lightbulb languages scheme
- MFL teacher's own flashcards
- Puppets and soft toys
- Songs & videos on the internet
- Knowledge organisers
- Working Walls
- Spanish dictionaries
- All classrooms display maps of key countries

8 Monitoring and review

8.1 Teaching and learning in Spanish is monitored by a subject coordinator. The subject coordinator reports to the governing body upon the progress of children in Spanish. The governors' curriculum committee has the responsibility of monitoring the success of the teaching in Spanish.

8.2 The MFL lead should liaise with the local secondary school, so that they are aware of the modern foreign language experience of our children when they move to the next phase of their education.

Signed:

Date:

LONG TERM PLAN/PROGRESSION LADDER

Appendix 1: Long Term Plan

Spanish overview 2022-23

	Year 3	Year 4	Year 5	Year 6
Autumn 1	Describing me and others	Describing me and others	Describing me and others	Describing me and others
Autumn 2	Greetings	My Flag	In the Animal Park	In the Animal Park
Spring 1	Numbers	In the Animal Park	What date is it? months	Are you Hungry? 1
Spring 2	Colours	What date is it? months	What date is it? days	Are you hungry? 2
Summer 1	In my pencil case	What date is it? days	My family - people	My family - people
Summer 2	My flag	Are you hungry? 1	My Family - pets	My family - pets

Appendix 2: Progression Ladder

Haydn Primary School
Modern Foreign Languages Curriculum Progression
Following Lightbulb Languages Scheme

	EYFS (Area/s of Learning)	KS1		KS2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
TOPICS COVERED	<p>Chn know that some places are special to members of their community (UfW)</p> <p>Chn talk about members of their family and community (UfW)</p>	<p>Simple greetings</p> <p>Chn celebrate languages crosscurricularly through art, PSHE and R.E.</p> <p>Chn know the languages spoken in their home.</p> <p>Chn know the languages spoken at their pers home.</p>	<p>Introduction to colours</p> <p>Introduction to counting</p> <p>Spanish songs</p> <p>Celebrating languages through art</p> <p>Basic phrases</p> <p>Weather</p> <p>Animals</p> <p>Food</p>	<p>Meeting and Greeting</p> <p>Let's Count</p> <p>Colours</p> <p>In My Pencil Case</p> <p><i>Feria de abril</i></p>	<p>In My Pencil Case</p> <p>My flag</p> <p>In my Animal Park</p> <p><i>Day of the Dead</i></p>	<p>My Family</p> <p>Are you Hungry?</p> <p>What's the weather like?</p> <p><i>Festivals</i></p>	<p>Are you Hungry?</p> <p>What's the weather like?</p> <p>Big Numbers</p> <p><i>Towns and cities</i></p>
INTERCULTURAL UNDERSTANDING	<p>Chinese New Year</p> <p>Celebrations of different cultures and festivals</p>		<p>Focus Country: Spain</p> <p>I celebrated European Day of Languages</p> <p>I know who in the world speaks Spanish?</p> <p>I know Spanish boys & girls' names</p> <p>I know how Christmas is celebrated in Spain</p> <p>I know facts about Feria de abril</p>	<p>Focus Country: Mexico</p> <p>I celebrated European Day of Languages</p> <p>I know facts about Day of the Dead I recognise flags of</p> <p>Spanish speaking countries & others I know how Christmas is celebrated in Mexico</p> <p>I know key Dates of Spanish festivals</p> <p>I know Spanish royal family members</p> <p>I know Spanish names</p>	<p>Focus Country: Argentina</p> <p>I celebrated European Day of Languages</p> <p>I know how Christmas is celebrated in Argentina</p> <p>I know dates of Spanish festivals I know Spanish royal family members</p> <p>I know Spanish names I know facts about Saints' days</p> <p>I know dates of Spanish festivals</p>	<p>Focus Country: Colombia</p> <p>I celebrated European Day of Languages</p> <p>I know how Christmas is celebrated in Colombia</p> <p>I know some towns & cities in Spain</p> <p>I completed weather and map work around Argentina</p>	
LISTENING	<ul style="list-style-type: none"> To appreciate languages through song Exposed to language through stories 		<ul style="list-style-type: none"> Listen attentively to spoken language & show understanding by joining in & responding Appreciate stories, songs & rhymes in the language 	<ul style="list-style-type: none"> Listen attentively to spoken language & show understanding by joining in & responding Appreciate stories, songs & rhymes in the language 	<ul style="list-style-type: none"> Listen attentively to spoken language & show understanding by joining in & responding Appreciate stories, songs & rhymes in the language 	<ul style="list-style-type: none"> Listen attentively to spoken language & show understanding by joining in & responding Appreciate songs in Spanish Understand feelings expressed by others 	

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READING	<ul style="list-style-type: none"> Identifying numbers, colours Use knowledge of what a text is about to work out some meaning. 	<ul style="list-style-type: none"> Develop the ability to understand new words that are introduced into familiar written material Understand facts in writing Develop strategies of learning new words. Understand how to use a Spanish-English Dictionary 	<ul style="list-style-type: none"> Read aloud using accurate pronunciation Read carefully & show understanding of words, phrases & simple writing 	<ul style="list-style-type: none"> Read aloud using accurate pronunciation Read carefully & show understanding of words, phrases & simple writing 	<ul style="list-style-type: none"> Develop their ability to understand new words that are introduced into familiar written material Read carefully & show increased fluency Understand facts expressed in writing
SPEAKING	<ul style="list-style-type: none"> To explore languages of some children in their classes Repeat single words or phrases through song Simple greetings 	<ul style="list-style-type: none"> Speak in sentences using familiar vocabulary, phrases & basic language structures Speak with accurate pronunciation & intonation Understand familiar and routine language Ask & answer questions Engage in conversations Communicate basic feelings Explore the patterns & sounds of language through songs & rhymes Use the 1st, 2nd & 3rd persons singular of 'ser' 	<ul style="list-style-type: none"> Ask & answer questions Engage in conversations Speak in sentences, using familiar Present ideas & information orally Communicate facts Develop accurate pronunciation & intonation so that others understand 	<ul style="list-style-type: none"> Speak with increasing confidence, fluency & spontaneity Engage in conversations Describe things orally Present ideas & information orally Communicate facts Express opinions Communicate feelings Use the 3rd person singular of 'llamarse' & 'tener' to talk about a pet 	<ul style="list-style-type: none"> Express opinions Engage in conversations Communicate own feelings Communicate facts Ask & answer questions Present ideas & information orally Speak with increasing confidence, fluency & spontaneity Use of 'gustar' to express opinion

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WRITING	Copy simple words or symbols correctly	<ul style="list-style-type: none"> Link the spelling, sound & meaning Write at varying length Describe things in writing. Adapt phrases to create new sentences know the formation of numbers <p><u>Language Composition:</u></p> <ul style="list-style-type: none"> Know the key features & patterns of the language (upside down question marks, orthographical accents) Key features of the language (gender) Conjugation of verbs (me llamo, te llamas) 	<ul style="list-style-type: none"> Write at varying length, both phrases & using the grammatical structures they have learnt Adapt sentences to create new sentences to express ideas clearly Understand facts in writing Use plurals of nouns in writing <p><u>Language Composition:</u></p> <ul style="list-style-type: none"> Gender & adjectival agreement of feminine singular adjectives Conjugation of high frequency verbs (ser/tener) Key features & patterns of the language (phrases) 	<ul style="list-style-type: none"> Develop their ability to understand new words that are introduced into familiar written material Write at varying length using the variety of grammatical structures they have learnt Adapt sentences to create new sentences to express ideas clearly Describe things & places in writing Understand feelings in writing Adapt sentences to create new sentences to express ideas clearly Ask & answer questions Present ideas & information orally <p><u>Language Composition:</u></p> <ul style="list-style-type: none"> Definite articles Key features & patterns of the language (use of 'gustar' to express opinion) Key features & patterns of the language (present tense vs. present continuous, use of 'hace') 	<ul style="list-style-type: none"> Understand feelings in writing Write at varying length, both phrases & using the grammatical structures they have learnt (short paragraphs) Adapt sentences to create new sentences to express ideas clearly Understand facts in writing Write at varying length (sentences, short paragraph) Describe places in writing <p><u>Language Composition:</u></p> <ul style="list-style-type: none"> Key features & patterns of the language (use of 'gustar' to express opinion) Key features & patterns of the language (present tense vs. present continuous, use of 'hace') That patterns, grammar & words of the new language are different from or similar to English – how numbers work
	Phonics		h ll ñ a o e i u qu ce/ci/z b/v cu j z	v l z j ci a silent h ll=y ñ qu h	ce v l z j ci a silent h ll=y ñ

	EYFS	KS1		KS2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

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What MFL looks like at Haydn	Celebrating language and culture through cross-curricular links.		Celebrating language and culture through cross-curricular links. Introduction to our school language – Spanish through a range of games, songs, activities and focussed learning.	<ul style="list-style-type: none"> Meeting & Greeting Let's Count Colours In my Pencil Case 	<ul style="list-style-type: none"> In my Pencil Case Flags Dates In the Animal Park 	<ul style="list-style-type: none"> My family Are you hungry? What's the weather like? 	<ul style="list-style-type: none"> Are you hungry? What's the weather like? Big Numbers
Key Vocabulary			<ul style="list-style-type: none"> Basic greetings Colours Numbers to 10 	<ul style="list-style-type: none"> Adjectives to describe mood today and character generally, Greetings Names ¿Que tal? & 4 answers to question Numbers 0-15 ¿Que numero tienes? ¿Cuantos años tienes? & años 12 colours ¿De qué color es? & de color 6 x school equipment si/no 	<ul style="list-style-type: none"> 8 x school equipment si/no veo 6 colours 6 shapes Numbers to 39 bandera el numero 16 animals 7 days 	<ul style="list-style-type: none"> Members of the family 9 x pet words Numbers 1 – 50 ¿Como se llama(n)? ¿Cuantos años tiene(n)? Names 9 x pet words 15 foods/drinks 7 days Hambre / sed 4 opinions Comer / beber ¿te gusta(n) 10 weather nouns 10 weather phrases Compass points Names of towns & cities ¿Que tiempo hace? 	<ul style="list-style-type: none"> 15 foods/drinks 7 days Hambre / sed 4 opinions Comer / beber ¿te gusta(n) 10 weather nouns 10 weather phrases Compass points Names of towns & cities ¿Que tiempo hace? Numbers to 1000 Euros / centimos
Experiences – what helps them remember?	<ul style="list-style-type: none"> Tailored experiences depending on cohort and languages spoken Chinese New Year Parade Spanish Storytime sessions Eid celebrations and parent presentations Learning new vocabulary through songs and actions 	<ul style="list-style-type: none"> Tailored experiences depending on cohort and languages spoken Greetings in class register Chinese New Year Parade and Mandarin greetings Eid celebrations and parent presentations Learning Hebrew when celebrating Hannuka 	<ul style="list-style-type: none"> Greetings in class register Learning new vocabulary through games and songs Enjoy a workshop by The Nottingham Confucius Institute in celebration of Chinese New Year Fiesta Day! 	<ul style="list-style-type: none"> Enjoy a workshop by The Nottingham Confucius Institute in celebration of Chinese New Year Day of the Dead artwork Celebrating European Day of Languages Fiesta Day! 	<ul style="list-style-type: none"> Enjoy a workshop by The Nottingham Confucius Institute in celebration of Chinese New Year Celebrating European Day of Languages Fiesta Day! 	<ul style="list-style-type: none"> Enjoy a workshop by The Nottingham Confucius Institute in celebration of Chinese New Year Celebrating European Day of Languages Fiesta Day! 	<ul style="list-style-type: none"> Enjoy a workshop by The Nottingham Confucius Institute in celebration of Chinese New Year Fiesta Day! Celebrating European Day of Languages Exploring real maps to help support learning Taster lesson with secondary language teachers

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		<ul style="list-style-type: none"> • Fiesta Day! 				
<p>Texts Used – What beautiful and varied texts have you used to give reading a purpose? (SIP)</p>	<p>The Great Race (Chinese New Year) ¡Me gusta cómo soy! (I like myself) La Oruga Muy Hambrienta (The Very Hungry Caterpillar Spanish Boa's Bad Birthday (Spanish Storytime) The most amazing Eid! Counting with Frida/Contando Con Frida: A Bilingual Counting Book</p>		<p>Hipopótama Feliz, pato enojado by Sandra Boynton</p>	<p>Ojo oso by Nicola Grossi</p>	<p>Hoy es lunes – Eric Carle</p>	<p>Hoy es lunes – Eric Carle</p>