



William Penn Modern Foreign Language (MFL) Policy

Introduction

At William Penn Primary School we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils.

The main focus of MFL teaching is currently Spanish, taught to all KS2 children. We endeavour to provide MFL experiences that are inspiring, engaging, and which develop a keen interest in language learning. Pupils are encouraged to develop their understanding of other cultures and languages to enable our children to see themselves as citizens of a wider, global community.

Aims

- To develop language competence in Spanish i.e. speaking, listening, responding, reading and writing.
- To engender an enthusiasm and sound basis for language learning for KS2 and the future, ensuring that learning is fun, stimulating and purposeful.
- To promote language-learning skills.
- To appreciate the diversity of languages and make comparisons between a foreign language and English.
- To enhance cultural awareness and develop intercultural understanding, giving an international dimension to children's learning.

Provision

There are three main contexts in which Spanish language teaching and learning take place.

(i) Language lessons

Children in KS2 are taught specific skills, concepts, vocabulary and sentence building in a weekly, 45 - 60 minute dedicated lesson per year group in KS2. Language Angels units provide interactive PowerPoints with all the foreign language pre-recorded using a native speaker.

The children at William Penn are in 'mixed age classes' and are taught Spanish in these classes.

Language Angels includes comprehensive teacher support notes detailing what's on each PowerPoint slide along with teaching ideas.

(ii) Languages embedded into other lessons

Where appropriate, teachers give children opportunities to practise their Spanish in the context of lessons in other subject areas. For instance, some instructions may be given in another language in a PE lesson; or children may count in Spanish while carrying out a numeracy activity. This acts to reinforce the vocabulary and structures they have learned.

(iii) 'Incidental' language

Foreign language is used as part of the day-to-day life of the school. For example, teachers use Spanish to give simple classroom instructions ('listen'; 'look'), to ask questions ('what's today's date?') and to take the register etc. Children are encouraged to respond using the language they

have learned, and sometimes teachers and pupils develop new language skills together, teachers acting as role models in the learning process.

With the addition of this informal teaching time, outlined in (ii) and (iii), the recommended one hour per week for the KS2 MFL Framework is met. This integrated approach is a strong model for teaching and learning, giving children opportunities to use and develop their language for communicating in stress-free real-life contexts.

Pedagogical Approach

Teaching and Learning Styles

Lessons are enhanced with practical, active and fun activities, such as songs, games and role-play in Spanish. This approach is supported with short, focused, purposeful written or reading tasks. The variety of activities provides opportunities for visual, auditory and kinaesthetic learning styles. There are also a full range of interactive games for each unit.

Differentiation

In order to ensure that pupils of varying abilities can access and enjoy language learning, some tasks are set with an increasing difficulty level and others are open-ended tasks so that children can achieve according to their individual potential. Resources of different complexities are given to children when appropriate. At times peer support is encouraged to aid the lower ability child and reinforce learning for the more able child.

Inclusion

Spanish teaching at William Penn School is fully inclusive. No child is excluded by reason of a learning difficulty, or because they have English as an additional language.

Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. Work is differentiated as appropriate to the needs of individual children.

Curriculum Planning

Cross-curricular links are made with other subjects and topics, where it enhances children's learning. The fundamental skills, which children learn as linguists in speaking, listening, responding, reading and writing, can be developed throughout the curriculum and used to enhance all areas of subject learning. Spanish lessons are linked to the topic being studied in the classroom, when purposeful. There are a whole range of cross-curricular units tying in to familiar curriculum topics for example World War II, Healthy Eating, The Romans, Habitats and The Planet.

The list below shows some of the ways that cross-curricular links are made in the curriculum at William Penn.

Cross-curricular links

1. Classroom routines
 - Register
 - Dates
 - Greetings
 - Instructions
2. Literacy
 - Development of speaking and listening skills
 - Knowledge and understanding of grammar and sentence structure
 - Opportunities for comparison with English

- Reading texts/books written in Spanish
3. ICT
 - Internet materials
 - Audio / video materials
 4. Citizenship
 - Intercultural understanding and knowledge
 5. Numeracy
 - Numbers, money, time, date
 - Calculations
 6. Geography
 - Compass points
 - Weather
 - Studying other countries
 7. Science
 - Body parts
 - Healthy eating
 - Animals
 - Habitats
 8. Music
 - Singing and actions
 - Rhythm and rhyme
 9. RE
 - Festivals and customs (eg: Christmas, Easter)
 10. History
 - Specific topics (eg: World War II)
 11. D&T
 - Colours
 - Foreign painters
 - Creating a board game in the foreign language
 12. PE
 - Instructions, warm-up
 - Parachutes activities

Scheme of Work – including progression

Language Angels provides a range of teaching units, which last for 6 weeks. These cover core vocabulary, early language, intermediate units, progressive units, Spanish creative curriculum and Spanish grammar units.

Assessment, Reporting

Opportunities to monitor the children's progress in MFL are built into the Language Angel units. Every 6th week is an assessment week. These provide information about each child's ability to listen speak, read and write Spanish. Written activities are collated in each child's Spanish exercise book. These results are then inputted into the Tracking & Progression Tool automatically links to the 12 teaching requirements set out in the DfE Languages Programme of Study for KS2. Pupil's

attainments in: listening and responding; speaking; reading and responding; and writing and grammar are assessed against Target Tracker statements from the National Curriculum. Individually, they are invited to self-assess their learning, to indicate how well they feel they have achieved the lesson objective.

Resources

1. Interactive Whiteboard Powerpoints, games and songs from Language Angels

2. Dictionaries

Collins First Time French (x10)

3. Language sheet

Instructions and basic language, to be used in the classroom

4. Plans

Schemes of work: Language Angels

Cross-curricular plans for William Penn: stored on the school server

Monitoring and Review

Monitoring is carried out in the following ways:

- Informal discussion with staff and pupils
- Collection of MFL planning
- Looking at the work in individual learner files or notebooks
- Classroom observation

There is an annual review of this policy by the MFL co-ordinator.

The main review will take place every 3 years.

Signed:

Date:

