



## Modern Foreign Languages Policy Spanish

September 2016

### Rationale

At Cherry Tree Primary School we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop their ability to communicate, including key skills of speaking and listening and extends their knowledge of how language works. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others. The natural links between languages and other areas of the curriculum can enrich the overall teaching and learning experience. All Key Stage 2 pupils are entitled to foreign language learning in school time. Cherry Tree recognises the value of this initiative and provides age-appropriate Primary Spanish.

### Aims and Objectives

The aims of Primary Language Teaching at Cherry Tree is to

- foster an interest in language learning by introducing children to another language in a way that is enjoyable and accessible to all pupils;
- stimulate and encourage children's curiosity about language and creativity in experimenting with it;
- support oracy and literacy, and in particular develop speaking and listening skills;
- help children develop their awareness of cultural similarities and differences;
- lay the foundations for future language study by pupils;
- provide an added perspective on first language teaching and learning;
- give an extra dimension to teaching and learning across the curriculum.

### Speaking and listening

The children will learn to

- listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English;
- understand and respond with increasing competence, accuracy and confidence in a range of situations;
- join in songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way;
- take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings;
- memorise and recite short texts, and prepare performances confidently and with regard to the audience.

### Reading and writing

The children will learn to

- remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;
- read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;

## Cherry Tree Primary School

- read, copy and write independently familiar words and simple phrases in context, e.g. classroom items, display labels, weather chart, date;
- write phrases and short sentences independently from memory and adapt these to create new sentences to express ideas clearly.
- broaden their vocabulary and develop their ability to understand new words that are introduced into written material, including through using a dictionary
- understand basic grammar appropriate to Spanish, such as: 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.

### **Intercultural understanding**

Primary Languages provides a basis for teaching and learning about other cultures, and this is incorporated into many areas of the curriculum including personal and social education and citizenship, geography, religious education, design and technology, music, art and dance.

The children will learn to

- describe the life of children in the countries where the language is spoken;
- identify similarities and differences in everyday life, social conventions, traditional stories and celebrations;
- recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others;
- recognise and mistrust stereotypes, and understand and respect cultural diversity.

### **Teaching and learning Primary Languages at Cherry Tree**

At Cherry Tree we endeavour to integrate language learning into everyday school life, with teachers, teaching assistants and children using and experimenting with their knowledge of different languages whenever the opportunity arises. We foster a problem-solving approach, giving children opportunities to work out language use for themselves in a supportive context where risk-taking and creativity are encouraged, and there is an emphasis on having fun with the new language. ICT is used regularly to enhance teaching and learning.

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

#### **Spanish Language lessons**

Children are taught specific skills, concepts and vocabulary in a 45min weekly dedicated lesson with the specialist teacher and class teacher.

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

#### **Incidental language**

Languages are becoming part of the day to day life of the school. For example, class teachers use the foreign language to give simple classroom instructions ('come in quietly'; 'listen'; 'look'), to ask questions ('who wants school dinner?'; 'what's today's date?') and to take the register. 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. The use of language displays in the dining hall and around the

## Cherry Tree Primary School

school give children opportunities to use and develop their language for communicating in stress-free, real-life contexts. At Cherry Tree we feel this integrated approach is a strong model for teaching and learning,

### **Equal Opportunities**

Primary Languages teaching at Cherry Tree is fully inclusive. No child is excluded by reason of a learning difficulty, or because they have English as an additional language. Experience has indeed shown that such children can derive particular benefit from taking part in Primary Languages learning activities in which they may be less disadvantaged than in other areas of the curriculum.

Language learning activities are planned in such a way as to encourage the full and active participation of all pupils and non specialist teachers. Work is differentiated as appropriate to the needs of individual children. Pairs and groups for collaborative work may be made up in different ways, depending on the task.

### **Planning and resources**

Primary Languages is planned following the broad guidelines set out in the Key Stage 2 Framework for Languages. The school's Scheme of Work (which is updated regularly) ensures that there is continuity and progression in both skills and content across all classes. Teachers collaborate over theme planning, sharing ideas for activities, resources and special events. Published resources including fiction and non-fiction texts, posters, CDs, DVDs and interactive computer software are available for use throughout the school and on the server under MFL Teaching Units. Teachers are also encouraged to download suitable short clips and songs performed in target languages from the internet to show in class.

### **Staff development**

The subject leader for Primary Languages identifies school needs and circulates professional development opportunities.

### **Monitoring progress and assessing attainment**

Cherry Tree has recently been chosen to pilot a new Progression and Assessment scheme written by Herts for Learning. The scheme provides opportunities to monitor the children's progress in Primary Languages throughout the programme of study. It uses formative assessment in its approach and is used to support teaching and learning and inform future planning. Evidence collected from class teacher observations of pupils working in oral activities and (where appropriate) written activities will be used to support final assessments and attainment statements for individual pupils at the end of the year. Children are aware of their own records of achievement through earning target stickers which are linked to the scheme throughout the year. For reporting to parent purposes, pupil's attainments in listening, speaking, reading, writing and intercultural understanding are recorded in terms of their effort, progress and attainment in line with the other foundation subjects. Attainment levels are based on the 'Framework for Languages Level Descriptors' and will be passed to secondary schools via pupils upon leaving Year 6.

Review: This policy is to be reviewed in Sept 2018 in line with the Governors 2 year plan.