

Intent

- To listen attentively to spoken language and show understanding by joining in and responding.
- To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- To speak in sentences, using familiar vocabulary, phrases and basic language structures such as describing people, places things and actions orally and in writing.
- To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- To read carefully and show understanding of words, phrases and simple writing.
- To appreciate stories, songs, poems and rhymes in the language.
- To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including the use of a dictionary.
- To understand basic grammar including (where relevant) feminine, masculine and neuter forms; 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.
- To develop an awareness of other countries and their people thus increasing an awareness of other cultures.
- To develop a positive attitude towards the learning of foreign languages in general,
- To strengthen pupil's sense of identity through learning about culture in a foreign country and comparing it to their own culture.
- To develop pupils' experience of language acquisition, including enjoyment and interest in the language and explore differences between Spanish and English.

Implementation

MFL is taught in a whole-class setting by the class teacher; and where possible, a teaching assistant in a supportive capacity. Lessons take place every week, lasting up to one hour; with other opportunities to consolidate and revisit learning and draw on cross-curricular links. Teachers plan using suggested teaching ideas based on our Primary Spanish Scheme: Kapow. Lessons are designed to motivate children and to engage them further in language acquisition. All lessons have clear, achievable learning objectives and are differentiated considering different learning styles. Spanish lessons provide a range of sources to model the language: including interactive games, puzzles, activities and songs to maximise enjoyment and accelerate progress.

Opportunities provided through the teaching of MFL:

- The learning of a foreign language provides the opportunity for children to communicate in a new language, which prepares them for the future (should they wish to study or work abroad.)
- It also helps children to develop respect and tolerance towards other cultures.
- The new language enhances children's understanding of their own language thus linking closely with the literacy curriculum.
- The study of a language and culture of another country also contributes to other subjects such as PSHE, geography and religious studies.

- Through the medium of the foreign language, other aspects of the curriculum can also be accessed such as music and physical education.

A variety of teaching strategies are used to engage and interest children and further their learning:

- A range of sources of information. For example: travel brochures; the internet; books, stories, pictures, photographs, films, songs, artefacts and Spanish-speaking adults.
- Presentation of knowledge directly imparted by the teacher or another adult, incorporating children's experiences and making it relevant to their lives.
- Demonstration of skills and knowledge and provision of time for practice.
- Opportunities to communicate their ideas to each other and with teachers, including discussions and presentations.
- Sharing/celebrating work in books (or on paper/journals) or in the form of posters.
- Independent or supported research, including homework, puzzles and competitions.
- Opportunities for whole-school Spanish-themed days through, for example, the medium of food, music, film, art, poetry, history, geography and culture exploration.
- Where possible, invite a native Spanish person into school to share their language and experiences. Or, study a well-known Spanish artist, sportsperson or famous figure.

Impact

Children build upon their skills progressively as they move through the school, becoming independent in the skill and knowledge. Pupils learn to be curious and more independent as they become older. Assessment is an integral part of learning as it informs the progress of the children and also enables teachers to review effectively plans and teaching methods. We gather evidence of pupils skills and attainment in MFL through book scrutinies, lesson observations, pupil interviews and data analysis.

The MFL leader monitors teaching and progress by:

- Informal discussions with colleagues, teachers, teaching assistants and children.
- Assessing work and progress, which includes a big book scrutiny, learning walks and selected examples in form of photos and videos gathered on the staff shared area.
- Observing lessons and providing constructive feedback.
- Checking that teachers effectively use the Kapow Descriptors, Tracking Sheets and Assessment Grids and closely examine the criteria within these.
- Sharing good practice with teachers learnt in Staff meetings / INSETs and ensuring that it is being implemented through observations.
- Designing action plans in order to self-evaluate and improve the teaching of MFL.
- Evaluating the quality of teaching and learning at the end of the monitoring process.
- Forming a termly report based on the actions planned and evaluations completed.
- An annual resource audit and renewing our subscription to Kapow.