



Cornerstone Multi Academy Trust

MFL Policy

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Introduction

At Cornerstone Academy Trust we teach a foreign language to all children from Foundation to Year 6 as part of the normal school curriculum.

- We believe that many children really enjoy learning to speak another language.
- We believe that the earlier a child is exposed to a foreign language, the faster the language in question is acquired.
- It is a good idea to introduce a new language to children when they are at primary school, as they tend to be less self-conscious about speaking aloud at this stage of their development. It is widely believed that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life.

It has been a decision by everyone within the school that Spanish is the language taught. The school's policy for MFL is based on the Key Stage 2 Framework for Languages. The implementation of this policy is the responsibility of all the teaching staff.

Aims and Objectives (by end of KS2)

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.

Teaching and Learning

The MFL curriculum will be delivered for 30 minutes each week where appropriate. Teachers will follow the curriculum coverage for their particular year group based on the assumption that each objective was met the year before.

Lessons should provide opportunities for speaking and listening, with writing and some reading where relevant.

The children are taught how to:

- ask and answer questions.
- use correct pronunciation and grammar.
- memorise words.
- interpret meaning.
- understand basic grammar.

- use dictionaries.
- work in pairs and groups and communicate in Spanish
- look at life in another culture.

Tasks and activities will:

- have clear focus.
- have clear, achievable objectives.
- be carefully planned and structured.
- be practical, active and varied to allow for all learning styles.
- involve the use of ICT where appropriate.
- include whole class, small group, pair work and individual work.
- promote success and self-esteem.

Links with Other Schools and Wider Opportunities

To develop the language teaching and enrich the experience for children we will try to include opportunities to:

- Establish a link with a school in Spain
- Exchange letters/Skype calls with partner school – Mystery Skype
- Visit schools abroad

Curriculum Links:

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas. These opportunities can be exploited through aspects of:

- **Literacy:** development of speaking and listening skills, knowledge and understanding of grammar and sentence construction.
- **ICT:** use of email with schools abroad, materials from the internet and satellite television, video and audio, presentation of data, word-processing.
- **PSHE:** the multilingual society, knowledge of other countries and cultures.
- **Numeracy:** counting, calculations, the time and the date, money.
- **Geography:** work relating to the study of other countries, points of the compass, weather.
- **Science:** work on parts of the body, animals, and names of planets.
- **Music:** rhyming, rhythm, singing, composition, world music.
- **RE:** international or multicultural work, celebration of festivals or storytelling.
- **History:** work relating to the study of other countries, family trees of famous people
- **Art:** look at paintings and the lives of painters e.g. Picasso.
- **PE:** physical responses to the teacher's instructions issued in the language being learnt

Assessment

Teachers assess children's progress informally during the lessons through lesson observations, the assessment of work completed and by evaluating progress against the four national attainment targets of:

- **Listening and Responding**
- **Speaking**
- **Reading and Responding**
- **Writing**

We aim to introduce a Languages Portfolio, which will give children the opportunity to self-assess based on a series of "can do" statements, linked to the content and skills based objectives.

Special Education Needs

The needs of all children will be met through differentiated learning and support.

Monitoring and Evaluation

Monitoring of the standards of children's work and of quality of teaching in Spanish is the responsibility of the SLT, supported by the subject leaders and governors.

The MFL subject leader will monitor teaching, talk to pupils and observe classroom practice. In addition, the work of the subject leader involves supporting colleagues in the teaching of Spanish and informing teachers about current developments in the subject.