

Intent of the MFL Curriculum

Why do we teach this? Why do we teach it in the way we do?

Rationale

The learning of a foreign language provides a valuable educational, social and cultural experience for the pupils, and prepares them to participate in a rapidly changing world in which work and other activities are increasingly carried out in languages other than English. Pupils will develop Language Learning Skills that form the foundation for future language learning, enabling them to evolve their oral and written communication skills. Along with linguistic competence, pupils will learn how a language works and develop an awareness of similarities and differences between other languages and English. Learning another language raises the pupils' awareness of the multilingual and multicultural world in which they live; adding an international dimension to their learning, as well as celebrating diversity within society. The learning of a foreign language provides a medium for cross-curricular links as well as an opportunity to reinforce skills and knowledge covered in other subjects.

Our Aims

- To develop an interest in learning other languages
- To introduce young children to another language in a way that is enjoyable and fun
- To stimulate and encourage children's curiosity about language
- To encourage children to be aware that language has a structure that differs from one language to another
- To help the children to develop their oracy skills
- To lay the foundations for future study
- To extend language teaching beyond mother tongue learning

Implementation

What do we teach? What does this look like?

Organisation

Spanish is taught to children at Key Stage 2 in one weekly lesson lasting 45 minutes at Year 3 and 1 hour in Years 4 to 6.

Spanish is taught by a specialist teacher and the pupils' exposure to languages is further supported by displays around the school.

The Curriculum

The curriculum is based on the statutory guidelines for KS2 as outlined in the National Curriculum in England Framework document (2014), and referenced to the learning objectives of the non-statutory KS2 Framework for Languages. The specialist teacher produces year group plans and overviews to provide continuity and progression across the Key Stage.

The school believes that pupils learn more effectively if they are enjoying what they are doing. ICT is used to motivate pupils and to support both teachers and pupils with model pronunciation.

In language lessons children are taught how to:

- use the correct pronunciation
- ask and answer questions
- listen carefully
- memorise words
- understand basic grammar (linked to their knowledge of English grammar)
- make links between the Spanish they know and don't know (be language detectives!)
- work in pairs and groups and communicate in Spanish
- look at life in other cultures

Language lessons are planned to:

- provide a rich and varied input of the language, so that children hear and interact with the sounds and patterns of the new language
- use active learning to engage motivation
- use games and songs to maximise enjoyment
- integrate language learning across the curriculum to connect with learning in other subject areas.

SEND

As an inclusive school, we try to remove barriers to learning so that all children can achieve and make progress. When progress falls significantly outside the expected range (above and below the age related expectations), a child may have special educational needs. When assessing this, a range of factors is considered including classroom organisation, teaching materials, teaching style and differentiation, so that additional or different action can be taken to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Spanish is taught to all KS2 children whatever their ability. Spanish forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the specific needs of children and we take into account the targets set for individual children in their individual needs e.g. Learning Plans and information from outside agencies.

Teachers take account of the three principles of inclusion that are set out in the National Curriculum:

- Setting suitable learning challenges.
- Responding to the diverse learning needs of pupils.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

There are children of differing ability in all classes. Suitable learning opportunities are planned for all children by matching the challenge of the task to the ability of the child. This is achieved through a range of strategies including:

- setting common tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges with different resources;
- using additional adults to support the work of individual children or small groups.

Equal Opportunities/ Inclusion

It is the responsibility of all teachers to ensure that children irrespective of ability, race, gender, age, faith, sexual orientation, and disability are given full access to the Spanish curriculum and make the greatest possible progress in accordance with recent legislation. Please refer to the schools Equal Opportunities Policy.

Impact

What will this look like?

Through the high quality first teaching of Spanish taking place we aim for the following outcomes:

- children will be able to communicate with each other in Spanish
- children will become aware that a language has a structure, and that the structure differs from one language to another
- children will develop their language through development of the four key skills of speaking, listening, reading and writing
- children will enrich their language learning by developing an understanding of the Spanish culture
- children will learn how language skills can be applied to a range of languages
- children will transfer to KS3 effectively and successfully and will be well prepared to continue and develop their language skills

The development of SMSC in Spanish

Spiritual development

Pupils are taught to accept and embrace other languages and cultures through the teaching of Spanish. In relation to this, children learn about the religious, festivals and celebrations in Spanish speaking countries. They are encouraged to be empathetic to the cultures, beliefs and traditions of others and stereotypes are challenged where necessary.

Moral development

Through the learning of a foreign language children are taught the positive consequences of their behaviour and actions e.g. *'if I make the effort to speak the language when I visit a country, the locals may be more willing / able to help me'*. *'I can show respect by communicating to people in their own country in their language rather than relying on them speaking English'*.

Social development

Children are encouraged to work independently and use co-operative learning techniques or group work. There is a supportive environment in Spanish lessons where mistakes are seen as learning opportunities, rather than as failures. The students are encouraged to use each other as a learning tool and develop social strategies for dealing with confrontational situations or problems.

Cultural development

Cultural development and cultural awareness are fundamental in language learning at Panshanger School. Children are supported to appreciate the richness and diversity of other cultures and recognise that there are different ways of seeing the world, and developing an international outlook.

Assessment, Monitoring, Recording and Reporting

The subject leader creates materials for end of unit assessments to monitor teaching and learning and address gaps and misconceptions. An end of term report is provided at the end of the year in accordance with the School's reporting procedure.

Success is judged by:

- the motivation and interest displayed by pupils
- the development of communication skills, both written and oral
- the development of pupils' understanding of other cultures

