

Brunshaw Primary School



*'Inspiring children to be resilient and aspirational learners,
within a positive and considerate community.'*

Modern Foreign Languages - Spanish Policy

Agreed by Governors:

Modern Foreign Languages Policy (Spanish)

At Brunshaw Primary School we believe that many children really enjoy learning to speak another language and that the earlier a child is exposed to a foreign language, the faster the language in question is acquired. Also, an advantage of introducing a new language at primary school is that children tend to be less self-conscious about speaking aloud at this stage of their development. Furthermore, it is widely accepted that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life. Language lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children's ideas in this area as well as giving them a new perspective on their own language.

The National Curriculum states, *"A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and responding to its speakers, both in speech and writing."*

Aims

- *To understand and respond to spoken and written language from a variety of authentic sources.*
- *Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving accuracy of their pronunciation and intonation.*
- *To be able to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.*
- *Discover and develop an appreciation of a range of writing in Spanish.*
(National curriculum 2013)
- In addition to a timetabled language lesson, class teachers should look for opportunities to integrate language learning with other subjects and consolidate learning in daily contexts, such as greeting the children, giving praise, taking the register and classroom instructions. The children should not only use the vocabulary and phrases they have learned for basic communication but should also be encouraged to apply their knowledge in new situations.

Teaching and learning

At Brunshaw Primary School, we promote the study of Spanish sessions, covered over alternate half terms, that are delivered throughout Key Stage 2 (year 3 to year 6). We use a variety of techniques to support children to have active engagement with Spanish:

- Asking and answering questions both verbally and in writing – through games and role play, speaking and listening, reading and writing;
- Using correct pronunciation and intonation – through speaking and listening activities, role play, and songs;
- Memorising words – with mime and gestures; songs and movement games
- Interpreting meaning – with help from visual clues; gestures and mime

- Understanding basic grammar, including: feminine, masculine, and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; how these are similar/different to English;
- Working in pairs and groups to communicate in the target language – Spanish

Work is recorded in Spanish books and any conversing is recorded on the school ipads.

Planning is completed using the online platform 'Primary Language Network' which also provide knowledge organisers that support the vocabulary and grammar for each unit. Teacher follow the sequence of lesson provided on the Spanish curriculum map. These two areas provide teachers with the objectives and skills that need to be taught throughout each unit. PML also provide videos for CPD of staff enabling them to feel confident when delivering Spanish lessons.

Inclusion

All pupils, regardless of race, gender, culture or disability have the opportunities to develop their skills in MFL. The school promotes equal opportunities and fairness for language learners, being aware that pupils bring into school different experiences, interests and strengths which will influence the way in which they learn. Taking these into consideration when planning and delivering the lessons, allow all children to participate fully and effectively. Teaching MFL is a vital way to enhance pupil's perceptions and to promote positive attitudes to cultural diversity. Children with SEN are encouraged to participate fully in lessons with the necessary support and differentiated resources are used to enhance their learning.

Cross-curricular links

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

- English: speaking and listening skills, grammar, sentence construction, comparisons between languages, patterns of language.
- ICT: materials/resources from the internet, video and audio, data, microphones.
- Citizenship: The multilingual society, knowledge about other countries.
- Numeracy: counting, dates, calculations, money, time etc
- Geography: work, climate, weather, differences between places.
- Science: parts of the body, animals
- Music: rhyme, rhythm, singing, composition, world music
- RE: the celebration of festivals, storytelling, calendars, customs, international and multicultural work.
- History: study of other countries
- Art: colours, famous artists, descriptions
- PE: physical responses to instructions in Spanish.

Assessment and Record Keeping

Assessment of children's understanding in Spanish is gained in a variety of ways such as oral conversations, listening skills and work in books. This gives teachers a knowledge of each child's development within this subject and this is recorded termly on Insight Tracker. Children are assessed as on track, working below and exceeding.

