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Date: September 2019

Review: September 2022

Woodford Valley C of E Primary Academy Modern Foreign Language Policy

This School is committed to creating the ethos in which children can grow towards Christian life, love and learning

*‘And now I give you a new commandment: love one another. As I have loved you, so you must love one another. If you have love for one another, then everyone will know that you are my disciples.’
John 34-35*

This policy document is a statement of the aims and principles for the teaching and learning of MFL at Woodford Valley C of E Primary School. At Woodford the chosen language is Spanish.

Why is speaking a second language a good skill to acquire in life?

There are many benefits to learning a second language — to advance your career, make traveling more enjoyable, and expand your cultural horizons. Languages are windows to different cultures, allowing us to connect with others from around the world. But learning a new language extends past just having a simple conversation or having access to different words, concepts, and metaphors.

As the world continues to internationalize, employers are looking to their potential employees for language skills. Business is conducted worldwide and the need to understand and communicate with other cultures is considerable. We believe that having the ability to learn a language at a young age is an excellent skill to have.

Why is so important to learn a second language at a young age?

Here at Woodford Valley, we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. Children can easily learn additional languages due to the brain’s capacity to form new neural connections and new brain cells throughout life. Students able to speak a

second language have better listening skills, sharper memories, are more creative, are better at solving complex problems, and exhibit greater cognitive flexibility. Children who study a foreign language receive a boost in overall cognitive development, do better on standardized tests, are more creative, and have better self-esteem and sense of achievement in school. This means not only do children benefit from knowing a second language; it also helps them improve across all other subjects that they're learning.

Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others.

Intent

The main focus of our policy is on providing a broad, balanced and creative approach to the learning of Spanish and ensuring the curriculum is an inspiring, challenging and enjoyable experience for all children.

Aims

- Foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils.
- Boost self-confidence.
- Stimulate and encourage children's curiosity about language and creativity in experimenting with it.
- Develop and improve speaking and listening skills for Spanish
- Help children develop their awareness of cultural similarities and differences.
- Lay the foundations for future language study.

Objectives

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 and give a talk on a familiar subject confidently and with regard for 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;

- read, copy and write independently familiar words and simple phrases in context e.g. classroom items, display labels, weather chart, date;
- write sentences and short texts independently and from memory.

Intercultural understanding

The children will learn to

- 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;
- understand and respect cultural diversity.

Strategies for Teaching and Learning

The programme of study contains 5 sets of requirements:

- Speaking.
- Listening.
- Reading.
- Writing.
- Culture.

Teaching and Learning Style

Organization

Year 1 to Year 4 children have a regular forty minutes Spanish lesson each week, Year 5 and 6 have one hour Spanish lesson each week, in order to ensure progression and skills development.

The curriculum

The children are taught to know and understand how to:

- Ask and answer questions;
- Use correct pronunciation and intonation;
- Memorize words;
- Interpret meaning;
- Understand basic grammar;
- Use dictionaries;
- Work in pairs and groups, and communicate in Spanish;
- Look at life in another culture.

During Spanish lessons children are given the opportunity to work as a class, as individuals and as part of a group. The choice of class organization is determined by the learning task. By its nature MFL will involve lots of interaction with visual, auditory and kinesthetic prompts.

Resources

Woodford Valley possess a variety of activities, books, songs and videos managed by the MFL teacher. Most of the resources used in the lessons are multimedia.

Our fantastic library also has wonderful story books that children can borrow or read there.

Assessment, Recording and Reporting

. The MFL teacher assesses the children's progress based on their achievement of the learning objectives in lessons

If any written MFL work is produced, it is marked in line with the school policy on marking.

Monitoring

Monitoring is carried out by the headteacher, a member of senior management or the MFL coordinator, in the following ways:

- Planning scrutinizes
- Work sampling
- Classroom observation