



## Small School. Big Hearts. Big Ambitions

### MFL (Spanish) Statements

*I pray that your love for each other will overflow more and more, and that you will keep on growing in knowledge and understanding. Philippians 1:9*

#### **Intent**

'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 respond to its speakers, both in speech and in writing.' (National Curriculum 2014 – Appendix A)

At Dry Drayton Church of England Primary School, we aim to maximise the potential of all of our pupils intellectually, socially, morally, emotionally and culturally. We acknowledge the positive impact learning a new language has and hope to give every pupil the best start by introducing them to Spanish. The skills, knowledge and understanding gained make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture and those of others. Language also 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 critical area as well as giving them a new perspective on their own language.

#### **Implementation**

MFL lessons begin in Key Stage 2, however, EYFS and Key Stage 1 join in with Spanish culture days and also use greetings from languages spoken in their homes at registration time to encourage early language development and an introduction to MFL lessons. When children enter Key Stage 2, every class has a timetabled lesson slot each week which is taught by a Spanish language specialist.

Our specialist teacher uses a variety of the following techniques to encourage children to have an active engagement with languages:

- Games – in order to develop vocabulary through repetition, reading, writing, speaking and listening skills
- Role-play – these should relate to the situations the children may find themselves in the future
- Mime - to associate vocabulary with kinesthetic learning
- Reading and writing quality materials
- ICT programs and websites; the use of ICT to develop communication skills
- Action songs and rhymes – to develop phonetic skills, memory skills and to further vocabulary
- We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages
- We build children's confidence through constant praise for any contribution they make in the foreign language, however tentative

Throughout the language learning journey, our language learning approach makes sure that:

- children are provided with opportunities to communicate with each other in Spanish
- children are given the opportunity to look at other languages – particularly if children are bilingual
- children learn how language skills can be applied to a range of languages
- young children are aware that language has structure, and that the structure differs from one language to another
- children develop their language through development of the four key skills of speaking, listening, reading and writing
- children enrich their language learning by developing an understanding of culture

We plan to support children with SEN and EAL through differentiated questioning, support and resources whilst having high aspirations in individual capacities for experiencing and learning another language.

### **Impact**

The impact of our MFL curriculum is to provide opportunities and grow confidence in speaking and writing in Spanish. The skills and knowledge learnt in these weekly lessons will enable them to gain an insight into the structure of languages. It will help them to appreciate other languages and cultures as they may venture to new places around the world throughout their lives.

Impact is monitored through drop-ins to lessons, in children's work in books and in 'pupil voice' sessions. Reasonable adjustments will be made to ensure that all pupils can participate in learning a language.