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

Why we teach MFL

'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. We provide opportunities to greet each other in the variety of languages which children speak at home.

How we teach MFL

MFL lessons begin in Key Stage 2, however, EYFS and Key Stage 1 join in with Spanish culture days and are also taught basic vocabulary by their teachers 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. These lessons are taught using 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 - during our annual 'International Languages Day' where parents are invited into school to teach the children greeting, counting and colours in their own language
- 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.

Assessing MFL

This mostly takes the form of teacher assessment against the progression of skills document at the end of each unit of work.