

Mablethorpe Primary Academy Foreign Languages Policy

Introduction

At Mablethorpe Primary Academy we teach Spanish to our key stage two children.

We have been teaching foreign languages here since 2005 as we believe strongly in the benefits of learning another language for a variety of reasons. Firstly, younger children often find it easier to learn new languages than their older counterparts, as their brains are naturally geared towards language learning. They are less self-conscious when it comes to pronouncing words in an unfamiliar accent and less concerned about making mistakes. They are also more willing to engage in fun learning techniques such as puppetry and song. All of this helps them to enjoy learning the new language and fosters in them a positive attitude to language learning which they will hopefully carry with them into secondary school and through into later life.

1 Aims and objectives

1.1 The aims of foreign language teaching here at Mablethorpe Primary Academy are:

- To foster a positive attitude towards language learning in our children
- To give the children the opportunity to increase their skills by discovering a new language in an enjoyable way
- To increase the children's cultural awareness and understanding
- To improve the children's speaking and listening skills
- To aid the children's understanding of language structure, and how it varies from language to language
- To encourage the children's desire to travel in the future, and to start them on their journey to becoming global citizens

2 Substantive and Disciplinary knowledge

2.1 substantive knowledge in Spanish refers to the children's growing knowledge base of Spanish phonics, vocabulary and grammar. They build up their bank of knowledge in each lesson as well as regularly revisiting past units to help revise and secure grammar and vocabulary that has previously been taught.

2.2 Disciplinary knowledge enables the children to adapt and use language creatively and purposefully, bringing together the vocabulary and grammar that they have learned and adapting it into phrases, sentences, paragraphs and conversations of their own. This is initially done in a very structured way where they may just alter a word or two. As their skills develop, children are able to put more of their own thoughts together in the new language.

3 Entitlement and organisation

2.1 Key Stage 2 pupils receive one session of Spanish teaching per week (minimum of 30 minutes). This is provided by either the class teacher or the teacher of a parallel class as part of a roundabout session.

4 Teaching and learning style

3.1 First and foremost we aim to make our foreign language classes fun, as we want the children to retain the natural enthusiasm and energy that they show for language learning, in the hope that they will continue with it beyond KS3. Of course there are words to be learned, but we constantly try to reinforce this new knowledge with songs, quizzes and games, as well as encouraging the children to chat to one another in Spanish. Repetition is crucial to reinforcing new ideas, and each lesson begins with brief revision of what has been learned so far in that topic. They often also include a selection of questions on previous topics, to help keep all of the knowledge fresh in their minds.

3.2 We recognise the fact that in all classes there are children of widely different abilities. The fact that Spanish involves the whole year group coming from the same starting point as year 3s is a very positive experience, particularly for the less able children, who have found themselves working at the same level as their peers. As their language learning develops further into KS2, differentiation becomes more important. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting extension tasks for more able children – for example giving them extra vocabulary to learn
- providing resources of different complexity depending on the ability of the child;
- using teaching assistants to support children individually or in groups.

5 Foreign language curriculum planning

5.1 Our Spanish lessons are based on a scheme called Hola Español, by JMB education. This scheme ensures that there are opportunities for children of all abilities to develop their skills and knowledge and planned progression is built into the scheme of work so that the children are increasingly challenged as they move up through the school.

5.2 Our medium-term planning shows how the units from the scheme fit together for each year group and how long each unit should take. They also show how each unit links to elements such as British values and SMSC and how outdoor learning can be incorporated into Spanish lessons.

5.3 We use the units from the scheme as our short-term plans, adapting them as necessary to suit the needs and abilities of the children in the class and supplementing them with other games, songs or activities as required. These plans list the specific learning objectives for each unit as well as the activities to be used. They also provide paper-based resources.

6 The contribution of FOREIGN LANGUAGE to other subjects

6.1 English

Foreign language learning contributes significantly to the teaching of English in our school by actively promoting the skills of speaking and listening. Children develop oracy through conversing in Spanish in pairs

and small groups and by speaking in front of the class. Reading and writing of Spanish also takes place, but the main focus is on oral learning. Foreign language learning also makes a further contribution to literacy by enabling the children to see how the rules, phonics and grammatical structures of another language are similar and/or different to those of English – making them think about how our own language works in order to do so.

6.2 Mathematics

Foreign language learning helps children to develop their understanding of the number system, by teaching them to count in, add and subtract Spanish numbers as well as how to ask and state the time in Spanish. There are also units which cover measurement and 2d and 3d shapes.

6.3 Computing

Most of our Spanish teaching is IT based as the JMB Education scheme is web based and provides slides to use in each lesson. It uses audio clips to give the children the opportunity to hear real Spanish speakers, in order to help develop their accents. The site also includes interactive quizzes and images linked to Spain and other Spanish speaking countries (such as paintings by Picasso and famous Spanish landmarks).

6.4 Music

We use Spanish songs to help reinforce new vocabulary

6.5 Geography

We look at maps of Spain and other Spanish speaking countries, where they are in relation to England, and the locations of major towns, capital cities in particular. We also discuss aspects of Spanish and Latin American culture during the lessons.

7 Teaching foreign languages to children with special educational needs

7.1 Foreign language learning forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our foreign language teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Informal assessment allows us to consider each child's attainment and progress against expected levels, and differentiate accordingly (see 3.2).

7.2 There are a tiny number of children whose EHCPs state that they should not learn another language and who participate in activities to support their own needs whilst their classmates learn Spanish.

8 Assessment and recording

8.1 We assess children's work in foreign languages by making informal judgments as we observe and listen to them during each Spanish lesson. We also use written work in books and on worksheets to help us to judge their understanding and progress.

8.2 The foreign language subject leader keeps samples of children's work in her subject leader file. These demonstrate what the expected level of achievement is in foreign language for each age group in the school.

9 Resources

9.1 There are sufficient resources for all foreign language teaching units in school. Resourcing is monitored by the subject leader and new products are budgeted for and ordered as required.

10 Outdoor Learning

10.1 After seeing the example conversations being held by the characters on the lesson presentation, children can go outside to allow them to move around freely and speak to a variety of their classmates, practicing using the conversational vocabulary themselves. They can take their Spanish books out with them and use the knowledge organisers to help them if needed, or close the books for an additional challenge.

11 Careers

11.1 Careers specifically based on speaking Spanish are not as varied as the range of careers that other subjects may lead to. In the case of foreign language learning, the career potential comes as a result of being able to travel or communicate with colleagues from abroad, participating in any potential career in that language. This is supported through the learning about Spanish and Latin American culture that is woven throughout all of our Spanish learning and specifically through the 'jobs' unit taught in year six.

12 Monitoring and review

12.1 Monitoring of the standards of children's work and of the quality of foreign language teaching is the responsibility of the subject leader. Her role also involves being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader writes an annual action plan in which she evaluates the strengths and weaknesses in foreign language learning, and indicates areas for further improvement.

Reviewed by: Alison Jarvis

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