



Rushbury C of E School

Curiosity, Respect, Perseverance, Friendship

What MFL Looks Like in Our School

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Curriculum (Intent)

What a Spanish lesson looks like in our school:

- Opportunities to learn about life in another country, developing an awareness of cultural similarities and differences.
- Speaking and listening activities to develop confidence with pronunciation and speaking and listening skills.
- Enjoyable and fun activities and songs to foster an interest in learning another language.
- Grammar activities which reinforce and develop their understanding of their own language.

This is our philosophy:

- Children learning through enjoyable activities.
- Spanish language embedded throughout the school with instructions, class routines etc. delivered in Spanish.
- Using the children's understanding as a starting point.
- Making links to the world around us.
- Cross-curricular links where possible.
- Foster a healthy curiosity in our children and a passion for Spanish and other languages.

Cultural Capital:

This can be defined as powerful knowledge that a child can draw upon to be successful in society, their career and the world of work. It helps a child to achieve goals, become successful and rise up the social ladder without necessarily having wealth or financial capital.

- Children may demonstrate knowledge of some key points in Spanish history, as well as modern Spanish culture, buildings, landmarks, the arts and food.
- They may be able to talk about different traditions in Spanish, and how they differ to British traditions.
- They may be able to name other Spanish speaking countries, and demonstrate some understanding of the opportunities available when able to speak and read a modern foreign language

This is the knowledge and understanding gained at each stage:

By the end of Key Stage 1 pupils will:

- Be aware that people in different countries speak different languages and that people in Spain speak Spanish.
- They will have knowledge of some basic Spanish vocabulary such as some numbers to ten and basic greetings.

By the end of Key Stage 2 pupils will:

- Listen attentively to spoken language and show understanding by joining in and responding.
- Understand and respond to spoken and written language from a variety of authentic sources.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.

- Speak with increasing confidence in sentences, using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Present ideas and information orally to a range of audiences.
- Read carefully and show understanding of words, phrases and simple writing.
- Appreciate stories, songs, poems and rhymes in the language.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things and actions orally and in writing.
- Understand basic grammar appropriate to the language being studied.

Teaching (Implementation)

This is how it works in KS1:

- Language teaching in KS1 is ad hoc and informal. Children, for example, are encouraged to answer the register in a different language, and are taught different greetings.
- Pupils are encouraged to greet each in different languages.
- Teachers may choose to greet pupils each morning in different languages as they arrive.

This is how it works in KS2:

- Planning is based on a progressive curriculum.
- Planned teaching for at least three hours per half term, in some year groups this is broken down to 10 x 30 - 40-minute lessons, in others the teaching is done in blocks.
- Each session to have an aspect of speaking, listening, reading and writing and will start with a revision of language learned previously
- The language is taught on familiar areas – the home, food, meeting people, familiar songs and stories.
- Familiar stories are shared with children in Spanish. Spanish and Latin American culture, geography and celebrities are highlighted.

This is what adults do:

- A progressive curriculum of exciting lessons with areas of vocabulary revisited and built on each year, with a clear progression in core skills of reading, writing, speaking and listening.
- Create a learning environment that supports learning and that engages children's interest in the topic being studied eg. interactive displays.
- Regular book looks, pupils' voices, assessment and planning audits.
- Planning documents give clear guidance on ways to teach and revise speaking and listening.

Whole school professional development opportunities.

- In year groups, teaching is timetabled to make use of staff expertise and skill to ensure that children have access to high quality teaching.

This is how we support:

- We use teacher and self-assessment to quickly identify children who may need additional support in specific areas. They then receive immediate support to ensure they have sufficient skill to access the learning.
- Small group/1:1 adult support given where required.
- Work may be differentiated either by providing additional resources or more structure to enable the taught skills to be developed. Some tasks will be the same but the children will be grouped so that children have access to good language role models.

This is how we challenge:

- Lessons will be differentiated to provide further challenge and extension.
- Additional activities to stretch the learning within the lesson. This is how we ensure all children can access the curriculum:
- Grouping them with good language role models.
- Children who have SEN or EAL needs are given core vocabulary for the topic.
- Facilitating pre-teaching to introduce vocabulary.
- Providing appropriate vocabulary flash cards.
- Providing visual/practical resources to support understanding.
- Use of a range of digital resources/videos to reinforce understanding.
- High quality communication with other staff working with same pupils.

Achievement (Impact)**This is what you might typically see:**

- Happy and engaged learners
- A variety of techniques used to encourage active engagement – games, role play and songs.
- Engagement and perseverance
- Self-motivated children who are eager to learn new words in a different language
- Children talking about, sharing and reflecting on their learning
- Photographic and video opportunities to record work

This is how we know how well our pupils are doing:

- Marking and feedback by teacher and peers.
- Displays of work in classrooms at the end of each year the skills are highlighted according to whether a child has demonstrated that they have met a skill and a summary judgement is made of whether the child is Working Towards, Working At or Secure in the skills for their year group.
- Mistakes/misconceptions are picked up and addressed during lessons
 - Targeted use of TAs- TAs noting and recording observations of individual children
- Photographic and video evidence
- Book scrutiny and pupil voice

This is the impact of the teaching:

- Children who are excited about learning a foreign language
- Children who are able to gain an insight on the similarities and difference between different countries.
- Children with developing confidence in their ability to communicate orally and in writing in a foreign language.