



## **St Antony's RC Primary School**

### **MFL (Spanish) Policy**

#### **Mission Statement**

**St. Antony's School is part of the Roman Catholic community of the Holy Family, where Jesus Christ is our inspiration as we raise standards and aspirations for all of our children.**

#### **INCLUSION STATEMENT**

In this school, we are educating our children to:

- know who they are - a special and unique gift from God
- know why they are here - we all have a purpose and responsibility to look after God's world
- work hard and aim high for their future- find and use their God given talents to be what God intended them to be.

We are a Catholic community, in a modern society, where everyone is equal. The most loving and merciful Jesus Christ is our role model, and He welcomed everyone. All children are welcome in our school, and they and their families become part of our St. Antony's family. We will love and nurture them, and do our best to help them, on their faith and learning journeys, to become what God wants them to be.

**Adopted by Governors: .....(signed on hard copy)**

**Date: October 2023**

**Review date: October 2025**

## POLICY INTENT

At St. Antony's we believe that learning a language enriches the curriculum and provides excitement, enjoyment and challenge for children and teachers. The study of foreign languages is seen as an important part of our pupils' education and enables children and their families to develop positive attitudes to, and respect for, the cultural richness of our society and the world in which we live and work. Spanish is the Modern Foreign Language (MFL) that we teach in our school.

We are passionate about our Spanish curriculum and providing all pupils with a high quality Spanish education. We want to develop the confidence and competence of each child in Spanish and for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education. We believe that learning a language should be fun. The priority is that pupils are keen to participate and make progress in being able to converse using useful sentences to communicate in Spanish.

"They were all filled with the Holy Spirit, and they began to speak different languages.  
The Holy Spirit was giving them the power to do this."  
Acts 2:4

## AIM

Our whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

The National Curriculum for languages aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of authentic writing in the language studied

## IMPLEMENTATION OF THIS POLICY

## SUBJECT LEADER ROLE

The subject leader for MFL is Mrs Rachel Parks.

The subject leaders are responsible for the day to day management of resources, keeping up to date in curriculum innovation, sharing good practice with staff and ensuring that planning for the subject is progressive and in line with national expectations.

Subject leaders are the 'expert' in school and can offer support to other staff including signposting where necessary.

Together with the Headteacher and Governors, they are involved in the monitoring, review and evaluation of their subject both as a standalone and as part of the wider curriculum.

## RESOURCES USED

Language Angels

For each of the topics taught there are accompanying online resources. Each child in KS2 has a workbook.

## CURRICULUM PROGRESSION THROUGH THE STAGES

We use the Language Angels curriculum in all KS2 classrooms. We recognise that language learning helps children through listening, speaking and interacting, to learn about language (using literacy, i.e. reading and writing in the foreign language) and learn about and compare different cultures (inter-cultural understanding).

The Language Angels curriculum is split in to three key learning areas:

- Early Language Teaching (Year 3 and Year 4)
- Intermediate Language Teaching (Year 4 and Year 5)
- Progressive Language Teaching (Year 5 and Year 6)

### Year 3

- ✓ Listen to and enjoy short stories, nursery rhymes and songs. Recognise familiar words and short phrases covered in the units taught.
- ✓ Communicate with others using simple words and short phrases taught in the units.
- ✓ Read familiar words and short phrases accurately by applying knowledge learnt. Understand the meaning in English of short words.
- ✓ Write familiar words & short phrases using a model or vocabulary list.
- ✓ Start to understand the concept of noun gender and the use of articles

### Year 4

- ✓ Learn to listen to longer passages and understand more of what they hear by picking out key words and phrases covered in current and previous units.
- ✓ Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.
- ✓ Understand most of what is read in the foreign language when it is based on familiar language.
- ✓ Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate.
- ✓ Better understand the concept of gender and which articles to use for meaning.

### **Year 5**

- ✓ Listen more attentively and for longer. Understand more of what they hear even when some of the language may be unfamiliar by using the decoding skills they have developed.
- ✓ Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.
- ✓ Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context.
- ✓ Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives.
- ✓ Revision of gender and nouns and learn to use and recognise the terminology of articles

### **Year 6**

- ✓ Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
- ✓ Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
- ✓ Be able to tackle unknown language with increased accuracy by applying prior knowledge.
- ✓ Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives.

- ✓ Consolidate their understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives

## PLANNING AND SEQUENCING LEARNING

Each class has a timetabled lesson of at least thirty minutes per week. Spanish can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained.

We emphasise listening and speaking skills over reading and writing skills using multi-sensory approach to teaching. For this a variety of techniques are used:

- games, role-play and songs help reinforce new vocabulary, along with mime and drama
- use of puppets and soft toys to demonstrate the foreign language
- listening to recordings, native speakers & using interactive ICT programmes.
- lessons are as entertaining and enjoyable as possible as we realise that this serves to develop a positive attitude in the children to the learning of Spanish.
- We build children's confidence through constant praise for any contribution that they make in the foreign language, however tentative

## EQUALITY

All pupils at St Antony's will be protected against discrimination according to the protected characteristics of the Equality Act. We aim to serve our community as our pupils deserve the best learning experiences.

St Antony's promotes and delivers inclusive classroom practices where children, with and without learning differences, learn together. Our classrooms are welcoming and support the diverse needs of all.

We provide opportunities for children to work together, understand and value different points of view, think critically, and be successful learners. We use a range of strategies to adapt learning to meet the needs of our children. Some of which are:

- Explicit instruction
- Scaffolding
- Cognitive and metacognitive strategies
- Flexible grouping
- Use of technology

## ENRICHMENT AND MASTERY

Cultural Capital is an integral part of school life at St. Antony's and MFL facilitates in embedding cultural experiences. Spanish day is an annual event, a curriculum enrichment day of language learning and celebrating diversity. Cross curricular links are made and children participate in Spanish dancing and the cooking of Spanish food. We also run Spanish Club as extra – curricular. French breakfasts are sold in the school library on a termly basis.

We give our pupils opportunity to demonstrate mastery in a variety of ways through careful specific questioning and also through collaborative learning, give the pupils the opportunity to learn from each other.

## EXPERIENCES THROUGH THE CURRICULUM

At St. Antony's the teaching of SMSC development and British values are not taught as separate subjects. They are woven into every aspect of our school and curriculum offer. By teaching a MFL we contribute to the children's cultural education. They learn that many societies are multilingual. We teach them about festivals and customs related to the countries in which a particular language (Spanish) is spoken. We also give children the chance to hear stories set in a foreign culture.

### **Spiritual, moral, social and cultural education**

By teaching a modern foreign language, we contribute to the children's cultural education. They learn that many societies are multi-lingual. We teach them about festivals and customs related to the countries in which the language is spoken. We also give them the chance to hear stories and songs set in the foreign culture.

### **British Values**

The 'fundamental British values' are:

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. MFL can be found across the curriculum:

<b>Speaking and listening (English)</b>	Thee learning of a modern foreign language naturally contributes to the development of children's listening and speaking skills. It also develops the children's grasp of linguistic features such as rhyme, rhythm, stress and intonation and emphasises the importance of knowing the role of different word types in sentence structure.
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<b>Music</b>	We teach children songs in the modern foreign language (Spanish) – both traditional and modern – which of course helps them to develop a sense of rhythm and an ear for melody.
<b>PSHE</b>	Celebrate diversities, learn of different customs and traditions. For children who have difficulty in reading and writing, but who have good oral skills, will often find that they excel at speaking in foreign languages. This success breeds confidence and increases self-esteem.
<b>Geography</b>	Locate on a map or a globe the position of the different countries in which a particular foreign language (Spanish) is spoken and encourage them to research customs and traditions associated with that country. MFL pupils likewise learn about the climate of the countries in which the language is spoken.
<b>Maths</b>	Reinforce their time-telling skills by playing time-related games in the foreign language. We also play number games, which reinforce counting and calculation skills, we also expand understanding of date and increase knowledge about money.

## HOME SCHOOL LINKS

Parents are invited to school events, can communicate about MFL through the dojo platform and access resources through our school website.

## MEASURING THE IMPACT OF OUR POLICY

## RECORD KEEPING AND ASSESSMENT

The assessment of children’s MFL attainment and progress is carried out throughout the school year. Staff use a range of different activities to assess MFL. Each term, MFL assessment information is added to Target Tracker– an online assessment tool. Each child’s achievements are recorded against curriculum statements and age-related expectations.

Children’s MFL progress and attainment is collected from a range of activities which help to inform end of unit assessments. These include:

- Ongoing Teacher Assessment in lessons of children’s learning.
- At the end of each MFL unit taught children complete a 'I can do...'grid. These are a quick and easy self and peer assessment opportunity for all pupils.
- Teacher’s record Target Tracker termly.

## MONITORING, REVIEW AND EVALUATION

The Subject Leader monitors the effectiveness of the language teaching provided throughout the school through learning walks, staff and pupil voice with feedback given to teachers delivering foreign language lessons. The Subject Leader and class teachers will together monitor the learning and progression made by pupils across the key stage. Curriculum reports will be presented to Governors annually.

## **STAFF DEVELOPMENT**

## **GOVERNORS INVOLVEMENT**

The link Governor for this subject is Mrs Lauren Boyd.

Subject leaders prepare bids for the finance committee; these are linked to school priorities. Subject leaders are asked to present their work to governors. This may be done in the form of a presentation to a committee or a professional dialogue with a link governor. Action plans are shared with Governors. There is a formal written report to governors annually. Link governors may come into school to watch lessons and take part in events or workshops. They may talk to pupils and look at written evidence.

## **CONCLUSION**

We aim to give St. Antony's children the best possible start to their school lives and beyond. We hope our pupils develop a love of languages and become curious and respectful of the world around them.

Reviewed October 2025.

This policy will be reviewed every two years.