

***Bosmere Junior School  
South Street  
Havant***



*Growing Lifelong Learners*

## **POLICY FOR MODERN FOREIGN LANGUAGE**

Date:	May 2020
Review Date:	May 2023
Responsibility:	Subject manager
STATUTORY	NO
Checked against Equality Policy	✓

Headteacher	Date:
MFL Leader:	Date:
Chair of Curriculum and Achievement	Date:

## **Modern Foreign Language Policy**

### **1. Rationale**

Bosmere believes that the study of a Modern Foreign Language provides a valuable spiritual, moral, social, cultural and educational opportunity for the personal development of children (SMSC). This will support the School's curriculum intent through the promotion of GROW IT and HEARTS values.

“In the knowledge society of the 21<sup>st</sup> century, language competence and intercultural understanding are not optional extras, they are an essential part of being a citizen. They are also vital in improving understanding between people here and in the wider world, and in supporting global citizenship by breaking down barriers of ignorance and suspicion between nations. Learning languages gives insight into the people, culture and traditions of other countries and helps us to understand our own language and culture” (languages for all – languages for life DFE).

Learning a Modern Foreign Language allows a deeper understanding of how languages are constructed. Cultural and Spiritual aspects of the curriculum will allow children to appreciate the awe and wonder of religious festivals celebrated in other cultures, such as Christmas and Easter.

### **2. Aims**

- To be introduced to another language in a way that is fun and enjoyable
- To develop linguistic competence, extend their knowledge of how languages work by exploring the differences and similarities between Spanish and English
- To develop children's speaking and listening skills
- To provide cross-curricular links by contrasting British cultural traditions such as Halloween with the Mexican festival 'Day of the Dead' as well as Easter and Christmas
- To consider the experiences of people from other cultures, and reflect upon their own response to this
- To enhance pupils' awareness of the multilingual and multicultural world and introduce an international dimension to pupils' learning, giving them an insight into their own culture and that of others
- Form a sound basis for further study..... at KS3 and beyond

### **3. Children will be taught to:**

- Ask and answer questions in Spanish
- Use correct pronunciation and grammar
- Memorise words
- Interpret meaning
- Understand basic grammar
- Use dictionaries

- Work in pairs and groups and communicate in Spanish
- Look at life in another culture

#### 4. **Learning Will:**

- Have clear, achievable objectives
- Be carefully planned and structured
- Be practical, varied and active
- Involve the use of ICT where appropriate
- Include whole class, small group and paired work
- Promote success and self-esteem

#### 5. **Teaching and Learning Styles**

Pupils learn in many ways and to accommodate this, a variety of learning styles are used with a multisensory and kinesthetic approach to teaching taken, this will include a physical element such as through songs, rhymes and games which serve to aid memory. Video and audio material as well as ICT links will be used. Through discussion, pupils will be encouraged to share their knowledge of other languages and cultures and find things out for themselves. Pupils work individually, in pairs, small groups and in whole class situations according to the activity.

#### 6. **Organisation of Teaching and Learning**

Spanish is taught at KS2 by one subject specialists. The subject's curriculum, which is now statutory, is taught in hour long lessons rotating on a three week timetable.

#### 7. **Resources**

- Singing Spanish book and C.D.
- Upper school and lower school dictionaries
- Support book
- ICT links
- Spanish traditional story books
- Spanish festivals and traditions book
- Spanish food tasting
- On a 4 year cycle, Flamenco dancers
- An ongoing collection of bilingual books.

#### 8. **SEND and Able Learners**

Provision is made for differentiated work by task and outcome for SEND and able learners.

The range of work given and the support given take into account the stage at which the SEND and Able Learners are at.

## **9. Assessment**

Clear learning objectives are displayed at the start of each lesson and children are formatively assessed against this throughout and at the end of the lesson. Formative assessment is continuous and ongoing and informs future planning. There is a summative assessment at the end of each unit. Children's effort and attainment in Spanish form part of the end of year report.

## **10. Inclusion**

At Bosmere, we believe that every child matters and should be given the opportunity to achieve their best. We will achieve this by planning Spanish lessons which provide equal opportunities for all children regardless of gender, race, or any disability.