



# FIVE STONES

Learning Federation

**Five Stones Learning Federation  
Modern Foreign Language Policy**

**Vision**

**"Life in all its fullness"**

Our vision guides us in all that we hope to be, enabling every part of our community to grow and develop. This means growing in body, mind and spirit in order to flourish and experience the joy and hope of, 'life in all its fullness' (John 10.10).

**Adopted: September 2020**

**Review: September 2021**

## Five Stones Learning Federation Modern Foreign Language Policy

At Five Stones Learning Federation, we believe that learning is a change in long term memory. We believe children learn best by having opportunities to revisit previous learning.

We are committed to ensuring that competence in another language enables children to interpret, create and exchange meaning within and across cultures. It also helps children develop skills that will open further opportunities later in life.

### **Intent**

In our school, we teach a foreign language to all our Key Stage Two children as part of our normal school curriculum. We believe that a Modern Foreign Language prepares pupils to participate in a rapidly changing world in which work and other activities are often carried out in languages other than English. The rise of international commerce means that pupils need to be equipped with the skills needed by the international workplace. The choice of which language to teach is secondary to the lifelong language learning skills that the pupils will be encouraged to develop. Skills that they will be able access in the future will help them to learn new languages or to improve their competence in an existing language. Increased capability in the use of MFL promotes initiative, confidence and independent learning and encourages diversity within society.

We aim to develop children's experience of language acquisition and encourage curiosity about languages. To develop their understanding of what they hear and read, and have an ability to express themselves in speech and writing. Extend their knowledge of how language works and explore differences between French and English.

The objectives of teaching MFL in our school are:

- Ask and answer questions;
- Use correct pronunciation and intonation;
- Memorise words;
- Interpret meaning;
- Understand basic grammar;
- Use dictionaries;
- Work in pairs and groups, and communicate in Spanish;
- Look at life in another culture;
- Read and decode words both that they have learned and haven't using phonic knowledge

As a school, we want to:

- To develop a curriculum which promotes progress and understanding for each child.
- To develop knowledge and conceptual understanding through the specific disciplines of speaking and listening, reading and writing in Spanish
- To develop cultural capital to give our students the vital background, knowledge required to be informed and thoughtful members of our communities.
- To give children experiences in a range of topics
- To provide links with our local and wider community to make learning relevant and purposeful

## **Implementation**

Our MFL curriculum design is based on principles derived from evidence through cognitive science:

- Learning is most effective with spaced repetition.
- Retrieval of previously learnt content is frequent and regular, which increases both storage and retrieval strength.

In addition to the principles, we also understand that learning is invisible in the short term and that sustained mastery takes time.

Our content is subject specific. We make intra-curricular links to strengthen schema. Reading, writing, speaking and listening skills are further promoted in MFL.

### **Skills and Techniques**

- Speaking in Spanish
- Listening to Spanish
- Using phonics to read words
- Find similarities between languages
- Use dictionaries to translate words
- Write simple sentences from memory and with support.

These techniques are repeated over the years so that the children can build upon and refine their skills in each area. Throughout all projects, speaking and listening is a key skill.

### **Teaching and learning style**

The intention of the curriculum has been developed in the aim to give children weekly lessons of Spanish inspired by the leading linguists in the field. Our lessons implement the delivery relevant information, which can be transferred to long-term memory with the use of continual revision and repetition. We aim to use constant retrieval practice within and out of MFL lessons to develop lifelong learning. We have adapted this to the context of our school and the abilities of our children. The lessons are designed to motivate children from the first moment and are mainly practical in focus. We use a variety of techniques to encourage the children to engage actively in the modern foreign language: these include games, role-play and songs (particularly action songs). We often use ICT software in order to expose the children to more than one voice in the foreign language. They have clear, achievable objectives and incorporate different learning styles. We emphasise the listening and speaking skills over the reading and writing skills. We also use a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games, as we believe that this serves to reinforce episodic memory. 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.

Teaching is in line with the recommendations of the National Curriculum, with modifications in place which allow for the individual and differentiated needs of the children. It takes full account of the different experiences, strengths and interests of the children whilst also complying with the requirements and guidance on inclusion

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 writing in the language studied.

### **The curriculum**

Spanish is the modern foreign language that is taught in our school. The curriculum that is followed is based on the guidance given in the National Curriculum and led through intents set out by the subject leader.

The children are taught to know and understand how to:

- Ask and answer questions;
- Use correct pronunciation and intonation;
- Memorise words;
- Interpret meaning;
- Understand basic grammar;
- Use dictionaries;
- Work in pairs and groups, and communicate in Spanish;
- Look at life in another culture;
- Read and decode words both that they have learned and haven't using phonic knowledge

### **Assessment for learning**

We assess the children in order to ensure that they make good progress in this subject. We do this informally during the lessons, and also by ongoing assessment to evaluate what the children have learned. Most assessment is formative and is used to support teaching and learning and inform future planning. The teacher assesses the children's progress based on their achievement of the learning objectives in lessons. If any written work is produced, it is marked in line with the school policy on marking.

### **Impact**

**The intended impact is:**

- Children will know more and remember more about MFL.
- Children will recognise and apply key Spanish vocabulary verbally.
- Children will be able to write a limited amount in Spanish.

### **Monitoring and review**

We monitor the impact of the teaching and learning in the same way as we do all other subjects that we teach in the school. The MFL Subject leader monitors planning and delivery on a termly basis and findings are shared with SLT and teachers. The Head Teacher also reports to the governing body on the progress of children in French in the same way as for progress in any other subject. The governors' curriculum committee has the responsibility of monitoring the success of our teaching of French.

The Head Teacher also liaises with the local secondary schools, so that they are aware of the modern foreign language experience of our children when they move to the next phase of their education.

This policy will be reviewed every year.