



L A L E H A M L E A

A Catholic Independent Primary School for boys and girls aged 3 to 11

Headteacher: Mrs. M. Reece

LALEHAM LEA SCHOOL & NURSERY

MODERN FOREIGN LANGUAGES POLICY

This is a whole school policy which applies to all sections of the school, including Early Years Foundation Stage, Out of School Care and Clubs.

| | Date | Signed |
|------------------------------------|------------|----------------------------------|
| Date reviewed* | April 2024 | <i>M Reece</i> Headteacher |
| Ratified by the Board of Governors | May 2024 | <i>M Ryan</i> Chair of Governors |
| Date of next review | May 2026 | |

*Policy reviewed by Mr Fuentes (Spanish Teacher)



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Introduction

Learning a foreign language is part of the primary National Curriculum and is a requirement for all children within key stage 2 (KS2). Laleham Lea has adopted a whole school approach to the teaching of Spanish to all nursery, KS1 and KS2 pupils.

Aims

Our aim is to develop the confidence and competence of each child in the foreign language they are learning. Our goal is 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 will help them develop and demonstrate substantial progress in the five key language skills necessary for learning Spanish:

- Speaking
- Listening
- Reading
- Writing
- Grammar

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between the foreign language they are learning and English. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

Teaching and Learning Overview

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.



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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.

By the end of key stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. Get a better understanding of the Spanish culture including traditions, customs and religious festivities.
13. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and



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patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Displays of the topics being taught in Spanish will be displayed around individual classrooms.

Organisation & Delivery

Spanish is taught in a whole class setting by the Modern Foreign Languages Specialist Teacher.

Laleham Lea uses a fully online resource enabling all teachers in all classes to have instant and continuous access to all the resources they need to teach whichever lesson they choose.

It is supplemented by other resources such as Language Angels, Language Nut and Twinkl.

The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

Each class has a timetabled lesson of 50 minutes per week from Year 1 to Year 6 (taught by our Spanish Specialist) and 20 minutes in Reception/Nursery (taught by the class teacher).

Spanish lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games (which pupils can access from home to consolidate their learning)
- Songs & raps
- Differentiated desk-based consolidation activities
- Worksheets (at different levels of challenge) are provided throughout each teaching unit and can be used in class or can be sent home to be completed as a homework exercise

Each lesson will focus on a combination of the five key language learning skills (speaking, listening, reading, writing and grammar).



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Below is an example outline of the units we might cover throughout KS2:

| Year 3 | Year 4 | Year 5 | Year 6 |
|----------------------|-----------------|------------------|--------------------------|
| Meet and Greet | My Town | All About Me | Exploring a Spanish Town |
| Time To Eat! | Let's Go! | The Way We Look | At the Shops |
| My Body | Shopping | Eating Out | Discovering Spain |
| The People Around Me | The Wider World | My World | At What Time? |
| All About School | My Routine | In the Classroom | Our Wonderful World |
| Tell Me When | Free Time | Our Past | To the Next Adventure |

Evidence of Teaching & Learning and Transition at End of Key Stage

All worksheets completed by the children are kept in their books which can be passed through the years and become a portfolio of their learning.

Assessment of Pupil Learning & Progression

1. Peer and self-assessment 'I can do...' grids. A quick and easy way for all pupils in the class to record which units they have completed and the progress they are making.
2. More detailed skills-based assessments. This form of assessment enables us to determine the learning and progression of all pupils in the key language learning skills as well as monitoring their progress against the twelve attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2. This is one once a term at the end of a unit.



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Monitoring and evaluation

The Headteacher monitors the effectiveness of the language teaching provided throughout the school via observations with feedback given to teachers delivering foreign language lessons. The Headteacher and the MFL teacher will together monitor the learning and progression made by pupils across the key stage.

The MFL teacher will encourage, where appropriate, class assemblies and presentations in Spanish. They will also encourage cross-curricular topics be taught in Spanish to knit together various areas of the curriculum (Geography/ History topics, Science topics e.g., Healthy Lifestyles etc....).

All data, ranging from evidence of classroom teaching to individual pupil skills reports, is securely stored on a password protected database. This can be accessed by each Year group teacher and the Headteacher and so all key stakeholders can evaluate delivery, performance and progress.