

Modern Foreign Languages Subject Statement

MFL Lead: Katie Lampshire

'If we spoke a different language, we would perceive a somewhat different world.'

Ludwig Wittgenstein, philosopher

Intent

At the Flitch Green Academy, we view languages as a gateway to understanding other cultures. A high-quality language education enriches the curriculum by fostering pupil's curiosity and deepening their understanding of other cultures and the world around them with a better awareness of self, others and cultural differences.

Our intent is to equip all our KS2 pupils with the knowledge and skills to thrive and succeed in the foreign language learning of Spanish. In line with the National Curriculum (2013), our aim is to ensure that all children are confident in responding to spoken and written language, can speak with increasing confidence, fluency and spontaneity and are provided with regular opportunities to write for different purposes and audiences. This will enable pupils to use and apply their learning in a variety of contexts, equipping all our pupils with the knowledge and skills to thrive and succeed in Spanish.

It is widely believed that the early acquisition of a foreign language facilitates the learning of other languages later on in life. Pupils in EYFS and KS1 are given the opportunity to listen to and respond to common greetings and everyday words, with an express focus on teaching the early building blocks for learning Spanish in KS2.

Underpinning our approach is the intention that pupils feel confident in the four key language skills; reading, writing, listening and speaking, so that they can work towards becoming life-long language learners.

Implementation

At The Flitch Green Academy, we deliver a high-quality foreign languages curriculum primarily through using Language Angels scheme of work and resources. Although teachers are encouraged to use the programme's planning and differentiated resources, it is important to assess these and adapt them where necessary. Therefore, lessons offering appropriate levels of challenge and differentiation are taught at all times to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for Spanish.

Our Spanish curriculum is divided into topics which cover the National Curriculum's four strands for MFL (reading, writing, listening and speaking). Children build on previous knowledge gradually as their Spanish lessons continue to **recycle, revise** and **consolidate** previously learnt language whilst building on all four language skills. Through the teaching of age-appropriate topics and themes, children progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge.

To ensure the correct pronunciation and intonation of vocabulary, phonics is the first unit that is taught. To build on this foundation, **early language** units come next in the sequence of teaching. Within these units children begin to learn basic vocabulary and how to formulate short phrases. Next in the sequence of teaching comes the **intermediate** units which introduce the foreign language grammar concepts for the first time.

Progressive and **creative curriculum** units are the most challenging units and are suitable for pupils with a good understanding of the basics of the language they are learning.

Spanish is taught by class teachers from Year three, up to Year six. In KS1, children are introduced to MFL through the use of classroom routines (register), greetings, songs, games and ICT. In Year 2, teachers begin to implement lessons, where basic Spanish skills are taught, into their curriculum towards the end of summer term.

Impact

Our MFL curriculum will ensure all pupils develop key language learning skills set out by the national curriculum, as well as a love of languages and learning about other cultures.

By the time our children leave The Fitch Green Academy they will:

- understand and respond to spoken and written language.
- speak with increasing confidence, fluency and spontaneity.
- be able to write for a purpose, using the grammatical structures they have learnt.
- ask relevant questions to extend their understanding and knowledge.
- show an awareness and appreciation of other languages and cultures.

The impact of our MFL curriculum will be monitored through the following ways:

- evidence gathered through books and moderations.
- discussions with both pupils and staff.
- evidence gathered from lesson observations and learning walks.
- half-termly assessments on the four keys language skills (reading, writing, listening and speaking) using end of unit assessment grids.