



## **REGENT FARM FIRST MODERN FOREIGN LANGUAGES POLICY**

### **Intent**

At Regent Farm First School we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. Studying a language in primary school provides children with skills that are essential for the twenty-first century.

As well as giving them the opportunity to learn a second language, an increasingly important skill in our globalised society, it also helps to promote and develop a broader intercultural understanding. Learning another language gives children a new perspective on the world, encouraging them to understand their own culture and those of others.

The study of a second language also supports children's literacy and oracy in school, by raising awareness of aspects of their own language(s), thereby enriching their understanding of both.

### **Aims**

Our aim, which is at the heart of the programme of study for Key Stage 2, is to develop a positive and enthusiastic attitude to other languages and language learning and to promote the early development of linguistic competence and understanding of other cultures.

We believe that to accomplish this, we should help the children to do all of the following;

- Familiarise themselves with the sounds and written form of a modern foreign language
- Begin to understand a new language, and communicate in it
- Make comparisons between languages
- Learn about different countries and their people, and work with different materials from different countries and communities, thus increasing their awareness of other cultures
- Use their knowledge of the foreign language with growing confidence, both to understand what they hear and read, and to express themselves in different ways.
- Acquire, through all of the above, a sound basis for further study at Key Stage 3 and beyond.

### **National Curriculum Requirements**

For every pupil in Key Stage 2, learning a language is a statutory foundation subject. The Programme of Study sets out the national requirements for the curriculum in languages which, amongst other things, requires substantial progress to be made in one language across the key stage. At Regent Farm, we teach Spanish in Years 3 and 4 as part of the national entitlement to study a second language.

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 they have learnt.
- Discover and develop an appreciation of a range of authentic writing in the language studied.

In Key stage 2 pupils should be taught to:

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations: ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speak in sentences using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things and actions orally and in writing
- Understand basic grammar appropriate to the language being studied, including feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

## **Curriculum Design**

Regent Farm First School has a dedicated MFL Co-ordinator with responsibility for the management of the teaching of Spanish across Years 3 and 4.

Schemes of learning (North Tyneside Scheme) are in place for Spanish in Years 3 and 4 to ensure a balanced and well-distributed coverage of the National Curriculum and to ensure continuity and progression in language learning across Year 3 and 4 (and into Years 5 and 6 in conjunction with Gosforth Junior High Academy). The scheme has been agreed with the languages department of Gosforth Junior High Academy.

Coverage in Years 3 and 4 is shown below:

### Year 3 Spanish Overview

overview	Coverage	Outcome for children
Introduction to Spain	Discuss holidays Map etc	Know that Spain is a country in Europe. Know some simple information about the country.
phonics	Grid of phonemes/graphemes.	Pronounce phonemes correctly and recognise graphemes that are not familiar.
greetings	Pictures and vocab. Saying names How are you (extend to third person with more able) Songs Role play Kung-Fu punctuation	Confidently greet and give name in brief conversation. (scaffolded writing task of simple conversation) to introduce conventions of accent/ upside down question mark etc.
Numbers 0-12 and colours	Games - Songs Splat Bingo Colour game	Count confidently Recognise numbers in listening activity. Recognise colours. (gold level – my favourite colour is...)
Classroom objects / Classroom instructions	Tengo... (Pencil/Ruler/Rubber/Sharpener /Pencil case/Libro) Masculine/feminine Education City Spanish Simon Says.... Classroom instructions Genki Spanish activity – disco song	Written activity - what is in your pencil case?  Follow simple classroom instructions (gold level – give simple classroom instructions)
Ages	Tengo... How old are you? My name is and I am ...yrs old... Pairs game. Cuenta las velas activity worksheet	Ask and answer questions about age... Read sentences about candles on the cake Write sentences about candles on the cake
Where do you live?	Ask and answer the question (possible Spanish town/city topic)	Ask and answer questions about where they live...
<b>Talk for writing revision activity using sentences from the above units.</b>		
Numbers to 20	Games - Songs Splat Bingo (Emphasis on spelling and punctuation)	Count confidently Recognise numbers in listening activity.
Days of the week	Stepping stones PowerPoint	Confidently recognise and say days of the week in and out of order.
Hungry caterpillar  (food/alphabet activity) Revision of days and numbers	Read story PowerPoint activity Translation exercise Alphabet activity – role play – ordering pizza	Translate from Spanish to English Learn the Spanish alphabet (Gold level – try writing their own sentences in Spanish.)
Weather	Matching dominoes Actions Weather reports Education city listening activity Weather props e.g. umbrella	Listen to simple weather forecast and respond.

## Year 4 Spanish Overview

overview	Coverage	Outcome for children
Revision session	Key features of Year 3 coverage Discuss summer holidays – visit to Spain.	Refresh key vocabulary from Year 3.
Numbers to 31	Revise numbers 0 -20 Numbers 20 – 31 (Bingo – differentiation numerals/words)	say and recognise numbers to 31 (Fly swat game) Gold level – to write some numbers to 31
Months of the Year	Months PowerPoint on dates	say and recognise months of the year Gold level – to know the four seasons and months in each. To write the date in Spanish (using numerals)
Birthday	Survey of birthdays. Cuenta las velas! Worksheet (3 <sup>rd</sup> person) Invitation PowerPoint Writing an invitation Cuando es tu cumpleaños? Worksheet Play party games	Say my birthday is... Listen to and understand my birthday is... Write a simple invitation Design and write their own invitation. (Differentiated by talk for writing/gap task) Follow instructions for party games
Verbs	Activity vocabulary Opinions Domino matching activity	To write simple sentences about activities they like/dislike
Pets	Introducing key vocabulary (playing games with picture/flashcards/ vocabulary hunt etc) Dictionary work Plurals/ numbers of animals Like/dislike  Talk for writing activity describing pets – adjectives – colour/size (not agreement)	Matching words to pictures of animals Gold level – try writing accurately with correct gender.  Write sentences discussing preferences using plurals Me gusta.... etc Non me gustan....  Written sentences describing pets.
Food and Drink	Introduce drinks (plurals etc) opinions Mi gusta.. Non mi gustan... Mi gustaria... Odio...	Reading a menu Hungry caterpillar (if time, make a hungry caterpillar booklet)

	Role play Spanish culture	
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## **Curriculum Delivery:**

All pupils in Key Stage 2 learn languages.

We use specialist teachers from Lingotots North Tyneside to deliver the curriculum through a range of active and immersive teaching techniques.

Lessons should;

- Be designed to motivate, captivate and interest the pupils.
- Have clear, achievable objectives and incorporate different learning styles.
- Allow all children access to the curriculum through variation of task, grouping or support and match the challenge of a task to the ability of the child.
- Use appropriate ways to evidence and assess work in speaking, listening, reading and writing. (Predominantly instant oral feedback.)
- Recognise that children have differing abilities and provide suitable learning opportunities for all children regardless of race, gender, special educational needs or languages spoken at home.
- Include opportunities to engage with authentic text and literature.

## **Role of the Subject Leader**

The subject leader is responsible for coordinating languages through the school. This includes:

- Auditing and replenishing resources.
- Writing and reviewing policies and schemes of work
- Monitoring standards and progression
- Continue to develop systems for planning, delivery, recording, assessment and integration of languages throughout school.

## **Monitoring and Review**

This policy will be reviewed on a two-year cycle.

The subject leader will be expected to produce a yearly subject action plan.