

Subject: Modern Foreign Language**Leader: Leanne Whitford****Promoting Our Curriculum Drivers**

We have three **core elements** at the heart of our school: relationships, experiences and learning. All of which are key principles within the learning of a modern foreign language. As a school the main language we teach is Spanish. We also introduce the children to vocabulary in Cornish and learn some Cornish songs as a way to celebrate our culture and heritage. We use the Primary Language Network Curriculum to teach Spanish to ensure there is a clear sequence of learning with progression. The teaching of languages helps to achieve our curriculum driver which is made up of 5 aims. We want everyone to be:



a **DEEP THINKER** who is a fluent reader, knowledgeable, creative and that has mastered key skills in range of subjects.



an **EFFECTIVE LEARNER** who demonstrates curiosity and independence, strives to improve and is a problem solver.



a **CONFIDENT COMMUNICATOR** who is a logophile and bibliophile.



a **HAPPY AND HEALTHY INDIVIDUAL** who is inclusive, celebrates diversity and feels that they belong.



a **PERSON** who **makes a positive difference** to others, the community, the environment and the world.

Although teaching Spanish very much links to our communication aim, we feel it contributes to the others as well. There is a lot of research which demonstrates that learning a second language helps develop certain areas of the brain that helps children to be effective learners and deep thinkers. It can help people feel that they belong and connected. It opens up the wider world to our children, with it being spoken in 20 countries and being the second most spoken language in the world.

We have identified 7 golden threads that are the key concepts that weave throughout our modern foreign language curriculum. They are:

- Spoken Spanish
- Written Spanish
- Songs and Gams
- Spanish Speaking Countries
- Significant People
- Community Connections
- Spanish Culture

Quotes that guides us:

"One language sets you in a corridor for life. Two languages open every door along the way."

Frank Smith

"Language is the road map of a culture. It tells you where its people come from and where they are going."

Rita Mae Brown

"Learning a new language is becoming a member of the club – the community of speakers of that language."

Frank Smith

"A language is not just words. It's a culture, a tradition, a unification of a community, a whole history that creates what a community is. It's all embodied in a language."

Noam Chomsky

Why is it important to teach MFL

Our main objective in the teaching of a modern foreign language at primary school is to promote the early development of linguistic competence. Coupled with language is culture and they are inextricably linked. Language learning helps schools to cover, Spiritual, Moral, Social and Cultural development. Children learn about the different countries where the new language is spoken, and this causes them to reflect on their own surroundings and culture.

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries

Key Concepts:

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.

Curriculum Design

In KS1 (Rowan Class) learn Spanish through Classroom instruction and everyday activities. We aim to complete some more formal lessons using rhymes, songs and stories during the summer term.

Each class in Key Stage 2 has started at the beginning of the Scheme of Work to cover all topic and fill any gaps in learning. During the 2024-25 school year a long-term plan will be introduced to avoid, where possible, repetition of whole units, although reactivation will be key to progress learning.

Resources

As a school we do not have a language specialist, therefore, we made the decision, after some detailed research, to purchase a scheme of work from Primary Languages Network. This supports all teachers in Key Stage 2 to deliver Spanish lessons with increasing confidence. It supports pronunciation of words and increasing expands knowledge and understanding to speaking and responding to sentences. The scheme provides videos of a native speaking Spanish team who guide the children and staff through the curriculum at a

good pace. It also provides authentic insight to Spain's culture. The scheme also provides activities, songs and rhymes that may be drip fed through Key Stage 1.

Knowledge Focused

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 Languages – key stage 2 3
- ♣ 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 patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Training

Over the last couple of years, we have had a number of training sessions in staff meetings and through twilights to explore fully the National Curriculum and design the sequence of learning. The sessions helped develop staff's subject knowledge. Three members of staff visited Spain as part of a staff exchange programme for CPD.

What does monitoring tell us?

Spanish is now delivered on a weekly basis in KS2. The video lessons are ensuring the correct pronunciation and the games are proving effective in reactivating knowledge. The children are enjoying learning Spanish.

Next Steps:

- Embed use of Primary Language Network Curriculum
- Create a long term plan ready for a 6 class school that builds on previous learning
- Explore ways to promote the golden threads through Primary Languages Network but also in other ways
- Hold a 'Spanish Day' to celebrate Spanish culture
- Work with other Spanish leads with in Crofty MAT as part of CPD
- Monitor the teaching of Spanish to ensure progression