

# MFL Policy

## Meir Heath Academy



**Approved by:** R Taylor

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## **Introduction**

At Meir Heath Academy we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop their ability to communicate, including key skills of speaking and listening and extends their knowledge of how language works. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others. The natural links between languages and other areas of the curriculum can enrich the overall teaching and learning experience.

All Key Stage 2 pupils are entitled to foreign language learning in school time. Meir Heath recognises the value of this initiative and will provide age-appropriate Primary Languages learning opportunities for all children in Years 3 – 5. The focus language taught in our school is Spanish based on both High school and staff choice.

## **Aims and objectives of Primary Languages education at Meir Heath**

The aims of Primary Languages teaching at Meir Heath are to:

- foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils;
- stimulate and encourage children's curiosity about language and creativity in experimenting with it;
- support oracy and literacy, and in particular develop speaking and listening skills;
- help children develop their awareness of cultural similarities and differences;
- lay the foundations for future language study by pupils;
- provide an added perspective on first language teaching and learning;
- give an extra dimension to teaching and learning across the curriculum.

## ***Speaking and listening***

The children will learn to

- listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English;
- understand and respond with increasing competence, accuracy and confidence in a range of situations;
- join in songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way;
- take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings;
- memorise and recite short texts, use role play and prepare and give a talk on a familiar subject confidently and with regard to the audience.

## ***Reading and writing***

The children will learn to

- remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;
- read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;
- read, copy and write independently familiar words and simple phrases in context eg classroom items, display labels, weather chart, date;
- write sentences and short texts independently using a Spanish dictionary for support and from memory.

### ***Intercultural understanding***

The children will learn to

- describe the life of children in the countries where the language is spoken;
- identify similarities and differences in everyday life, social conventions, traditional stories and celebrations;
- recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others;
- recognise and mistrust stereotypes, and understand and respect cultural diversity.

### **Teaching and learning Primary Languages at Meir Heath**

At Meir Heath we endeavour to integrate language learning into everyday school life, with teachers, teaching assistants and children using and experimenting with their knowledge of different languages whenever the opportunity arises. We foster a problem-solving approach, giving children opportunities to work out language use for themselves in a supportive context where risk-taking and creativity are encouraged, and there is an emphasis on having fun with the new language. There are 2 main contexts in which language teaching and learning take place.

#### **1      *Languages lessons***

Children are taught specific skills, concepts and vocabulary in a weekly dedicated lesson with the class teacher.

#### **2      *Incidental learning of Languages***

Where appropriate, teachers give children opportunities to practise their foreign language in the context of lessons in other subject areas. For instance, some instructions may be given in another language, registers completed in another language etc.

Children are encouraged to respond using the language they have learned, and sometimes teachers and pupils develop new language skills together, teachers acting as role models in the learning process. Also in school assemblies.

### ***Intercultural understanding***

Primary Languages provides a basis for teaching and learning about other cultures, and this is incorporated into many areas of the curriculum including personal and social education and citizenship, geography, religious education, design and technology, music, art and dance. Efforts are made to ensure that teaching material across the curriculum includes a 'flavour' of the countries where the focus language is spoken.

### **Equal Opportunities and Special Needs**

Primary Languages teaching at Meir Heath is fully inclusive. No child is excluded by reason of a learning difficulty, or because they have English as an additional language. Experience has indeed shown that such children can derive particular benefit from taking part in Primary Languages learning activities in which they may be less disadvantaged than in other areas of the curriculum. Language learning activities are planned in such a way as to encourage the full and active participation of all

pupils. Work is differentiated as appropriate to the needs of individual children. Pairs and groups for collaborative work may be made up in different ways, depending on the task.

### **Assessment, Reporting and Recording**

The children's Spanish workbooks are a good source of evidence of good practice. Pupils will also use Ipads to record voice notes which the teacher will use to assess speaking objectives. On-going, formative assessment, during speaking, listening, reading and writing activities, informs summative assessments. Areas of success and next steps are shared with the children. Children will be assessed as B - below, WTS – working towards, EXP – expected or GDS – greater depth at the end of each year. An annual report to parents details progress and achievements made in Spanish.

### **Monitoring and Evaluation**

The Spanish Subject leader supports the planning process for the language teacher and samples of work in all year groups are monitored on a termly basis. Findings will be shared with the senior leadership team. Meetings with the SLT are a time to share strengths and next steps.