



# Curriculum Policy

## MFL: Spanish



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# MFL (Spanish) Policy

## What is our vision?

At Marus Bridge Primary School, we believe that learning another language should foster children's curiosity and deepen their understanding of the world. Marus Bridge is committed to ensuring that competence in another language enables children to interpret, create and exchange meaning within and across cultures. Their knowledge of language will help them develop skills that will open further opportunities later in life.

## Curriculum Aims:

- Children are able to understand and respond to spoken and written language from a variety of authentic sources.
- They will be able, with increasing confidence, fluency and spontaneity, to find ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- Children are able to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- Children discover and develop an appreciation of a range of writing in the language studied.

## How do we achieve this?

- Teachers, at Marus Bridge Primary School are being skilled in Spanish teaching through CPD sessions in school and training/support via the Primary Languages Network. Including those not currently teaching Spanish in their year groups.
- Children, at Marus Bridge Primary School, are introduced to Spanish in Early Years through song, rhyme and games.
- MFL will be taught weekly, starting in Early Years. Children will receive a weekly 30/45 minute lesson throughout KS1 to LKS2, progressing to one hour weekly in UKS2.
- Children are introduced to another language (Spanish) in a way that is enjoyable and fun.
- Children are taught to listen attentively to spoken language and respond, joining in with songs, rhymes and games. Thereby developing an appreciation of a variety of stories, songs and poems and rhymes in Spanish, that are delivered through the curriculum content.
- Children will be given opportunities to speak and listen (Oracy), read and write (Literacy) and gain insight into other cultures and traditions (Intercultural Understanding).
- Language learning is embedded into daily class routines (e.g. register greetings, classroom commands, classroom signage etc.)
- MFL resources are used to support children's understanding of key concepts (interactive videos on the PLN, flashcards with new vocabulary and phrases, bilingual dictionaries and posters, classroom displays with current vocabulary etc.)
- Cultural artefacts and Realia (maps, flags, money etc from Spanish-speaking countries) are available and appropriate to the current topic being learnt.
- Children are rewarded for their progress with Spanish stickers and stamps.
- A yearly Hispanic Day to take place in the Summer term to enable the whole school to be immersed in the inclusion of the culture and to use the language in a meaningful context.

- The Janet Lloyd Primary Languages Spanish Scheme of Work will be primarily used across the school from September 2019 in conjunction with the supporting materials. It can be supplemented by a range of other language learning resources.

### Scheme of Work:

The Janet Lloyd Primary Languages Spanish Scheme of Work is being used across school from 9 in conjunction with the supporting materials. See appendix 1 for an overview of the KS2 non-specialist scheme of work and appendix 2 for the KS1 scheme of work.

Teachers are free to use either the non-specialist content for both KS1 and KS2 or they can access the Be Creative or Teach By Story. All follow the same termly themes and progress over three years for KS1 and four years for KS2.

### Resources:

The following resources are available to teaching staff to ensure that delivery fully meets our aims and vision for this subject area:

- The Janet Lloyd Primary Languages Spanish Scheme of Work and accompanying resources.
- A range of resources from various web sites including games, songs video clips are readily available in the shared server in the folder MFL.
- Age appropriate Spanish dictionaries – one set per key stage.
- Cultural artefacts and Realia (maps, flags, money etc from Spanish-speaking countries).

### Assessment – How do we assess skills and understanding?

There are **two** assessment points for foundation subjects each year: one in February and one in June. They follow a knowledge review week, where teachers use a variety of diagnostic activities to support their judgments. Suggested activities can be found in the updated Staff Handbook.

In conjunction with, and to support the Primary Languages Network Scheme of Work, there are AfL Clouds (Assessment Record Clouds) for each year group based on the content that is taught over each term. These sheets are child friendly and can be completed with the children and used to support teacher's judgements.

Each term the following gradings will be given:

**B2** – Child has a specific SEND which prevents them from meeting the objectives.

**B1** – The child has not met/retained the year group objectives.

**E1** – The child has met/retained the objectives.

**A1** – The child has met the objectives with a large degree of independence. Their progress has been outstanding and they demonstrate both excellent oral and written skills in Spanish.

This assessment will be shared with parents within their End of Year Report. In UKS2 the external provider will assess the progress of the children in conjunction with her own scheme of work.

### Health and Safety

There are no additional health and safety requirements over and above those required in a classroom.

### Inclusion and Safeguarding Considerations

- All pupils, regardless of race, gender, culture or disability have opportunities to develop their skills in MFL.
- Teaching MFL is a vital way to enhance pupil's perceptions and to promote positive attitudes to cultural diversity.
- Children with SEND are encouraged to participate fully in lessons with the necessary support and differentiated resources are used to enhance their learning.
- Any external providers must provide evidence in the office of the Enhanced DBS before being left alone with pupils. They must also be reminded of the importance of not using mobile phones within the school.

### Other Points/Considerations:

Any additional resources that are required can be requested through the MFL coordinator.

### Monitoring and Review:

The MFL coordinator will complete 2 audits within each academic year. Children's interviews will be undertaken where the children will be given the opportunity to demonstrate their speaking and listening skills. The MFL coordinator will also undertake drop in sessions throughout the year to support the teaching of Spanish. These can take the form of team teaching, modelling lessons and lessons observations to provide feedback and support.

A yearly action plan will be drawn up based on the previous year's audits and actions. This plan will include key areas for improvement, staff CPD, any changes to the Scheme of Work and the long term vision for the subject.

## Appendix 1

Primary Languages Network overview of Click to Teach for non-specialists.

This is accessed via - <https://primarylanguages.network/>

Click on VLE log in and enter the school's username and password.

Primary Spanish SoW "Click2Teach" Contents				
Term	Stage 1	Stage 2	Stage 3	Stage 4
Autumn 1	<p>A new start</p> <p>1a Getting to know you</p> <p>1b Numbers</p> <p>1c Colours</p> <p><a href="#">Click2Teach</a></p>	<p>Welcome to school Super learners</p> <p>1 Welcome to school super learners</p> <p><a href="#">Click2Teach</a></p>	<p>My school, my subject</p> <p>1a Talking all about us</p> <p>1b School subjects, my opinions</p> <p><a href="#">Click2Teach</a></p>	<p>Everyday life</p> <p>1a Revisiting me</p> <p>1b Time - o'clock</p> <p>1c Daily life of a superhero</p> <p><a href="#">Click2Teach</a></p>
Autumn 2	<p>The calendar and celebrations</p> <p>2a Bonfire night colours</p> <p>2b Calendar time</p> <p><a href="#">Click2Teach</a></p>	<p>Robot Town</p> <p>2a Bonfire night poem</p> <p>2b Robot town, commands and directions</p> <p><a href="#">Click2Teach</a></p>	<p>Time in the city</p> <p>2a In the city</p> <p>2b Christmas shopping</p> <p><a href="#">Click2Teach</a></p>	<p>Where I live, where you live</p> <p>2a Spooky house/ Space house</p> <p>2b Hopes and roles</p> <p><a href="#">Click2Teach</a></p>
Spring 1	<p>Animals I like and don't like</p> <p>1a Epiphany celebrations</p> <p>1b Animals around us</p> <p><a href="#">Click2Teach</a></p>	<p>Family tree and faces</p> <p>1a Epiphany time again</p> <p>1b Meet the alien family</p> <p><a href="#">Click2Teach</a></p>	<p>Healthy eating - going to market</p> <p>1a Happy New Year</p> <p>1b Pantomime and verb to be</p> <p>1c Going to the market</p> <p>1d Healthy recipe</p> <p>1e Jack &amp; the Beanstalk (optional)</p> <p><a href="#">Click2Teach</a></p>	<p>Playing and enjoying sport</p> <p>1a Happy New year forfeit game</p> <p>1b Investigating sports</p> <p><a href="#">Click2Teach</a></p>
Spring 2	<p>Carnival and playground games</p> <p>2a Carnival &amp; playground games</p> <p>2b easter celebrations</p> <p><a href="#">Click2Teach</a></p>	<p>Celebrating carnival / body parts</p> <p>2a Carnival of animals</p> <p>2b Body parts and aliens</p> <p>2c Alien family Easter Egg hunt</p> <p><a href="#">Click2Teach</a></p>	<p>Clothes, colours, fashions show</p> <p>2 Carnival clowns and clothes</p> <p><a href="#">Click2Teach</a></p>	<p>This is me, hobbies and fun</p> <p>2a All the fun of the Fair</p> <p>2b Favourites</p> <p><a href="#">Click2Teach</a></p>
Summer 1	<p>Breakfast, fruit nouns, hungry giant</p> <p>1 The Hungry Giant</p> <p><a href="#">Click2Teach</a></p>	<p>Feeling unwell / Jungle animals</p> <p>1a I don't feel well</p> <p>1b Walking through the jungle</p> <p><a href="#">Click2Teach</a></p>	<p>Out of this world</p> <p>1 Out of this world</p> <p><a href="#">Click2Teach</a></p>	<p>Cafe culture and restaurants</p> <p>1a Cafe culture</p> <p>1b Eating out</p> <p><a href="#">Click2Teach</a></p>
Summer 2	<p>Going on a picnic</p> <p>2a Map Explorers Gingerbreadmen</p> <p>2b Going on a Picnic</p> <p><a href="#">Click2Teach</a></p>	<p>Summer time</p> <p>2a Weather</p> <p>2b Ice creams</p> <p><a href="#">Click2Teach</a></p>	<p>Going to the seaside</p> <p>2 Going to the seaside</p> <p><a href="#">Click2Teach</a></p>	<p>Performance time</p> <p>2a Tour de France</p> <p>2b Class Performances</p> <p>2c Year 6 Presentations</p> <p>2d Create a class newspaper</p> <p><a href="#">Click2Teach</a></p>

## Appendix 2

Primary Languages Network overview of KS1 Scheme of Work

(Use either the green Click to Teach for non-specialists or Be Creative ideas.)

This is accessed via - <https://primarylanguages.network/>

Click on VLE log in and enter the school's username and password.

Click on Premium member dashboard and then click KS1 Spanish Scheme of Work.

Primary Spanish SoW Contents			
Term	Reception	Year 1	Year 2
Autumn 1	<p>Listening and joining in</p> <p>C2T Be.Cr</p>	<p>Me &amp; you</p> <p>C2T Be.Cr</p>	<p>Language learning powers</p> <p>C2T Be.Cr</p>
Autumn 2	<p>Counting &amp; singing</p> <p>C2T Be.Cr</p>	<p>Autumn time &amp; simple language</p> <p>C2T Be.Cr</p>	<p>Nouns &amp; performance</p> <p>C2T Be.Cr</p>
Spring 1	<p>Celebrations</p> <p>C2T Be.Cr</p>	<p>Animals, songs &amp; rhymes</p> <p>C2T Be.Cr</p>	<p>Revisit &amp; celebrations</p> <p>C2T Be.Cr</p>
Spring 2	<p>Rainbows &amp; Easter</p> <p>C2T Be.Cr</p>	<p>Nouns, actions &amp; nature</p> <p>C2T Be.Cr</p>	<p>Nouns, adjectives &amp; creatures</p> <p>C2T Be.Cr</p>
Summer 1	<p>Families &amp; rhymes</p> <p>C2T Be.Cr</p>	<p>All at sea</p> <p>C2T Be.Cr</p>	<p>Exploring animal kingdoms</p> <p>C2T Be.Cr</p>
Summer 2	<p>Join in with stories &amp; performance</p> <p>C2T Be.Cr</p>	<p>Exploring stories &amp; song</p> <p>C2T Be.Cr</p>	<p>Tell me about</p> <p>C2T Be.Cr</p>

## Appendix 3