



# Modern Foreign Languages Policy

<b>Ratification:</b> <b>Review:</b> <b>Review Committee:</b> <b>Leader:</b> <b>Link Governor:</b>	<b>April 2023</b> <b>April 2025</b>  <b>Dani Barrett</b>
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## Background

Learning a foreign language is part of the primary National Curriculum and is a statutory requirement for all pupils in Key Stage 2 (KS2). For Key Stage 1 (KS1), whilst the teaching of Spanish is not a statutory requirement, the focus will be on familiarising pupils with vocabulary such as greetings or numbers through songs, stories, rhymes and poems.

## Aims

Our aim is to develop the confidence and competence of each pupil in Spanish. We want them to be curious and confident in their language learning abilities and strengthen their sense of identity through learning about cultures in Spain and Spanish speaking countries. We will help pupils to develop and demonstrate progress across the following key language skills:

- Speaking
- Listening
- Reading
- Writing & Grammar

*Refer to the 'Statement of Intent' in **Appendix A**.*

## Teaching and Learning Overview

Our approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for KS2. 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 authentic writing in the language studied.

## Coverage

At Dunkirk, we use the Language Angels online scheme and by the end of KS2, we aim for pupils to have had the opportunity to:

- Listen to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language.
- 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 paragraphs in Spanish and show understanding of words and phrases read.
- Appreciate stories, songs, poems and rhymes in Spanish.
- Broaden their vocabulary and develop an understanding of new words that are introduced into familiar written material, including referring to dictionaries.
- 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 (where relevant): feminine and masculine, the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English.

Refer to the 'Skills Progression Grid' in **Appendix B** for details of how skills are built on across the key stages.

## Organisation/Delivery of Spanish Lessons

	Year 3	Year 4	Year 5	Year 6
Autumn Term				
Half Term 1	Phonetics 1&2 (C) I'm Learning Fr/Sp/It (E)	Phonetics 1&2 (C) Fruits (E)	Phonetics 1 to 3 (C) Selection of Core Vocabulary lessons	Phonetics 1 to 4 (C) Selection of Core Vocabulary lessons
Half Term 2	Animals (E)	Vegetables (E)	Vegetables (E)	Presenting Myself (I)

Spring Term				
Half Term 1	Musical Instruments (E)	Ancient Britain (E)	Presenting Myself (I)	Do You Have A Pet? (I)
Half Term 2	Fruits (E)	Presenting Myself (I)	Family (I)	What Is The Date? Or Weather (I)

Summer Term				
Half Term 1	Ancient Britain (E)	Classroom (I)	Romans (I)	My House (I)
Half Term 2	I Can... (E)	House (I)	Clothes (I)	School (P)

Spanish is taught in a whole-class setting by the class teacher or PPA staff and is therefore not reliant on one key member of staff. Lessons are taught in the second half of autumn, spring and summer terms. Lesson content is taken from the Language Angels scheme of work. With a high percentage of EAL children at Dunkirk, our school priority is that of English language acquisition so the Language Angels curriculum has been modified in order to avoid cognitive overload.

A typical Language Angels Spanish lesson includes PowerPoint presentations, interactive whiteboard materials and worksheets (can be differentiated) for lessons or homework. Lessons focus on a combination of the key language learning skills (speaking, listening, reading, writing and grammar – but all are not necessarily covered within every lesson). These are the introductory units for KS2 for the second half of summer 2023:

Summer 2023	Year 3	Year 4	Year 5	Year 6
Half term 2 June 2023	La fonética (Phonics & Pronunciation) Lesson 1 core skills (C)	La fonética (Phonics & Pronunciation) Lesson 1 & 2 (C)	La fonética (Phonics & Pronunciation) Lesson 1,2 & 3 (C)	La fonética (Phonics & Pronunciation) Lesson 1-4 (C)
<i>Number of lessons</i>	<i>1 lesson</i>	<i>2 lessons</i>	<i>3 lessons</i>	<i>4 lessons</i>
Half term 2 June/July 2023	Aprendo español (I Am Learning Spanish) (E)	Aprendo español (I Am Learning Spanish) (E)	Aprendo español (I Am Learning Spanish) (E)	Aprendo español (I Am Learning Spanish) (E)
<i>Number of lessons:</i>	<i>6 lessons</i>	<i>6 lessons</i>	<i>6 lessons</i>	<i>6 lessons</i>

These are the units for KS2 for the second half of each term **from September 2023** onwards:

Autumn	Year 3	Year 4	Year 5	Year 6
<b>Half term 2</b> Cultural capital assembly	El día de los muertos Cultural lesson 4 shared as an assembly in autumn term			
<b>Half term 2</b>	La fonética (Phonics & Pronunciation) Lesson 1 core skills (C)	La fonética (Phonics & Pronunciation) Lesson 1 & 2 (C)	La fonética (Phonics & Pronunciation) Lesson 1,2 & 3 (C)	La fonética (Phonics & Pronunciation) Lesson 1-4 (C)
<i>Number of lessons:</i>	<i>1 lesson</i>	<i>2 lessons</i>	<i>3 lessons</i>	<i>4 lessons</i>
<b>Half term 2</b>	Me presento Presenting myself (I) Lessons 1, 2 & 3	Me presento Presenting myself (I) Lessons 1,2, 3 & 4	Me presento Presenting myself (I) Lessons 1-5	Me presento Presenting myself (I) Lessons 1-6
<i>Number of lessons:</i>	<i>3 lessons</i>	<i>4 lessons</i>	<i>5 lessons</i>	<i>6 lessons</i>

Spring	Year 3	Year 4	Year 5	Year 6
<b>Half term 2</b> Cultural capital assembly	Las fallas de Valencia Cultural lesson 2 shared as an assembly in spring term			

<b>Half term 2</b>	Los animales Animals (E)	Los instrumentos Musical Instruments (E)	La fruta Fruit (E)	Las verduras Vegetables (E)
<i>Number of lessons:</i>	<i>6 lessons</i>	<i>6 lessons</i>	<i>6 lessons</i>	<i>6 lessons</i>

<b>Summer</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Half term 2</b> Cultural capital assembly	La tomatina Cultural lesson 1 shared as an assembly in summer term  La fiesta de San Fermin shared as an assembly in summer term Cultural lesson 3			
Half term 2	Sé... I can/I know how... (E)	La clase Classroom (I)	Mi familia My family (I)	Mi casa My house (I)  School (P)
<i>Number of lessons:</i>	<i>6 lessons</i>	<i>6 lessons</i>	<i>6 lessons</i>	<i>6 lessons</i>

**Key:**

(C) = Core vocabulary lessons cover phonics.

(E) = Early language teaching units

(I) = Intermediate teaching units

### Assessment of Pupil Learning & Progression

Two forms of assessment are available at the end of every Language Angels unit:

1. Peer and self-assessment using 'I can do' grids - a quick and easy way for all pupils in the class to record which units they have completed and the progress they are making.
2. More detailed skills-based assessments using bespoke skills assessment worksheets - this form of assessment enables teachers to determine the learning and progression of all pupils in the key language learning skills as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for KS2.

### Monitoring & Evaluation

It is the role of the subject lead to monitor and evaluate the effectiveness of the teaching of Spanish across KS2 and report to governors and senior leaders. In order to monitor progression, the subject lead will undertake pupil interviews, pupil work scrutiny and lesson observations. In order to promote cultural capital, opportunities to celebrate learning and cultural events will be maximised through whole school assemblies and through cross-curricular links wherever possible with Dunkirk's ACT curriculum.

Currently, (April 2023), all data relating to the teaching and learning of Spanish will be securely stored on Teams (Theme - non-core subjects – subject folders – MFL). Folders are fully accessible to all staff; however, personal data (e.g., from lesson observations) will only be shared with the member of staff concerned and SLT.

### Related policies:

- Dunkirk Primary Teaching and Learning Policy
- Dunkirk Primary Marking and Feedback Policy
- Dunkirk Primary Equal Opportunities Policy
- Dunkirk Primary GDPR Policy
- Dunkirk International Policy



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To learn a language is to have one more window from which to look at the world.

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At Dunkirk, our aim is to develop pupils as curious and confident in their language learning abilities. We will help them to develop and demonstrate progress across the key language skills necessary for learning a modern foreign language; notably, speaking, listening, reading, writing and grammar. We will also help to strengthen pupils' sense of identity through learning about the Spanish culture.

<b>About the World</b>	Pupils will be taught vocabulary and grammar knowledge through speaking, listening, reading and writing. By using Language Angels, pupils will develop accurate pronunciation allowing them to speak with increasing confidence and fluency. Regular retrieval practise will also ensure that taught vocabulary enters the long-term memory.
<b>Create</b>	By using modelling and scaffolding, pupils will be taught the steps necessary to be able to communicate for practical purposes whilst also being able to vocalise their thoughts and ideas in Spanish. As they progress, pupils will be able to create pieces of writing for a variety of purposes and audiences. By the time pupils reach Year 6, we aim for pupils to have developed an appreciation of the Spanish language which enables them to be ready for the secondary phase.
<b>Take Action</b>	At Dunkirk, we believe that learning a foreign language promotes the understanding and celebration of other cultures and therefore, aim to provide pupils with an understanding of the culture of Spain and other Spanish speaking countries.

**Appendix B: Spanish Skills Progression Grid**
**KEY:** \_\_\_\_\_ NOT covered in first year of scheme \_\_\_\_\_ covered in first year of scheme

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Listening</b>	Appreciate and actively participate in traditional short stories & songs.	Appreciate short stories, fairy tales & songs.  Start to understand some of the familiar words in what we hear.	Listen to and enjoy short stories, nursery rhymes & songs.  Begin to recognise familiar words covered in the units taught.	Learn to listen to longer passages and understand more of what is heard by picking out key words and phrases covered in current and previous units.  Recognise and recall familiar words and short phrases in units taught.	Listen more attentively and for longer.  Understand more of what is heard even when some of the language may be unfamiliar by using the decoding skills developed.	Listen to longer text and more authentic foreign language material.  Learn to pick out familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
<b>Speaking</b>	Learn to repeat and reproduce the language heard with accurate pronunciation.	Learn to articulate key words introduced in the lesson and understand their meaning.	Communicate with others using words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy.  Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes based on units covered.  Start to engage in conversations with recall of a range of vocabulary with increased knowledge and confidence.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed.  Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
<b>Reading</b>	Be able to identify written versions of the words heard.	Be able to identify the written version of a wider range of the words heard.	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'.  Understand the meaning in English of short words read in Spanish.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'.  Understand most of what has been read in Spanish when it is based on familiar language.	Understand longer passages in Spanish and start to decode meaning of unknown words using cognates and context.  Increase knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters.  Decode unknown language using bilingual dictionaries.
<b>Writing</b>	Consolidate letter formation skills by copying words in the foreign language from a model.	Start to reproduce nouns and determiners/articles from a model.			Write a paragraph using familiar language incorporating connectives / conjunctions, a negative response and adjectival agreement where required.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives / conjunctions, adjectives and possessive adjectives. <i>E.g., A presentation or description of a typical school day including subjects, time and opinions.</i>

			Write familiar words using a model or vocabulary list.	Write some short phrases based on familiar topics. E.g., <i>My name is, I live in... My age is ...</i>	Write some short phrases based on familiar topics and use 'y' (and) to join clauses. E.g., <i>My name is... and I live in... My birthday is ... and I am .. years old.</i>	Start to manipulate the language written and be able to substitute words for suitable alternatives. E.g., <i>My name, my age, where I live, my school etc.</i>
Grammar	Start to understand that Spanish can have different structures to English.	Start to understand that foreign languages can have different structures to English. E.g., <i>Many nouns have a determiner / article in Spanish which we don't have in English.</i>	<p>Start to understand the concept of noun gender and the use of articles.</p> <p>Use the first-person singular version of high frequency verbs. E.g., <i>'I like...' 'I play...' 'I am called...'</i></p>	<p>Better understand the concept of gender and which articles to use for meaning. E.g., <i>'the', 'a' or 'some'.</i></p> <p>Introduce simple adjectival agreement. E.g., adjectival agreement when describing nationality and the negative form and possessive adjectives: <i>'In my pencil case I have...' or 'In my pencil case I do not have...'</i></p>	<p>Revision of gender and nouns and learn to use and recognise the terminology of articles. E.g., <i>definite, indefinite and partitive.</i></p> <p>Understand the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation. E.g., <i>'I wear...', 'he/she wears...'</i></p> <p>Be able to describe clothes in terms of colour. E.g., <i>'My blue coat'.</i></p>	<p>Consolidate understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives. E.g., <i>Subjects I like at school and subjects I do not like.</i></p> <p>Become familiar with a wider range of connectives / conjunctions and more confident with full verb conjugation - both regular and irregular. E.g., <i>'to go' (ir), 'to do' (hacer), 'to have' (tener) and 'to be' (estar and ser).</i></p>
			Securely know the sounds: CH J Ñ LL RR	Securely know the sounds: CH J Ñ LL RR CA CE CI CO CU	Securely know the sounds: CH J Ñ LL RR CA CE CI CO CU GA GE GI GO GU	Securely know the sounds: CH J Ñ LL RR CA CE CI CO CU GA GE GI GO GU B V CC QU Z