



## MFL at Jeavons Wood

Learning another language gives children the valuable opportunity to develop **positive attitudes** to and **respect** for languages and cultures other than their own. We aim to foster pupils' **curiosity** and deepen their understanding of both the world around them and their own language. Our children will be able to acquire and develop language skills, using what they have learned in a range of contexts with increasing **competence** and **confidence**.

Language skills and an awareness and understanding of other cultures broaden a person's outlook and increase the opportunities available to them in adult life. An awareness of other cultures gives us an appreciation of the similarities and differences between people and therefore a deeper appreciation of our **communities**. The teaching of MFL rests on the foundation of the **knowledge-based curriculum** at Jeavons Wood through its focus on core "knowledge pertaining to a foreign language when learnt by a novice consists of **vocabulary** (words, the lexis), **grammar** (the rules, syntax, morphology) and **pronunciation** and its link to the **written** form (phonics, phoneme-grapheme correspondences)" (Ian Baukham, review of Modern Foreign Language Pedagogy for the Teaching Schools Council).

Spanish is taught in Years 3 to 6 as it is taught as the main language in our feeder school, Cambourne Village College. Spanish is the second most widely spoken languages worldwide and it is one of the six official languages of the United Nations. Due to its Latin roots, many words are similar to other Latin-based languages such as French, Portuguese and Italian.

The children in Key Stage 1 are exposed to a variety of languages through our half-termly language focus. The 'Language Ambassador' roles **celebrate** the home languages spoken by the children and this is celebrated and encouraged throughout the school. We aim to heighten their **awareness** of languages through the teaching of various topics throughout the school year. **Inter-cultural celebrations** also take place to support this ethos.

### National Curriculum Aims and Objectives

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

### Implementation:

- Spanish is taught by a HLTA during PPA time for 1 hour a week from Year 3 to 5. This encourages consistency of approach and accent. Links are made from Spanish lessons with the class teacher through a communication system of a Spanish Class Book.
- Y6 Spanish is taught by a secondary Spanish teacher from Cambourne Village College. This was designed to ease the transition from primary to secondary MFL.
- The Spanish curriculum follows the progression of the Rachael Hawkes curriculum document. This was designed locally by secondary Spanish teacher at Comberton Village College (another school in The Cam Academy Trust), again designed to ease the transition from primary to secondary languages.
- Children are taught to listen attentively to spoken language and respond, joining in with songs, rhymes and games.
- Links have been developed with the main feeder school – Cambourne Village College.
- Children develop an appreciation of a variety of stories, songs, poems and rhymes in Spanish that are delivered through the curriculum content as well as by native Spanish speakers within the wider school community.
- Cross-curricular links are made in Year 5 where the question of “would you rather live in Catalonia or Cambourne?” is answered.
- ‘Una reflexión’ (‘a reflection’) slips are given to children during and at the end of units as a knowledge assessment. These can then be used to formatively assess children’s grasp of the focus skill.

### Impact:

Our MFL curriculum ensures that children develop their knowledge of where different languages, including the range of home languages spoken by the families of the school, as well as Spanish, are spoken in the world. **Varied learning experiences**, including ‘Language of the Half Term’ also ensure that languages are celebrated throughout the school community whilst providing a **context** for language learning and develop the children’s understanding of different cultures.

**Assessment** opportunities are provided in each year group (for example, an opportunity to write about food, drink, sport and music they like in Year 5). An analysis of the most recent assessments at the end of Year 5 revealed that children were drawing on vocabulary and grammar that they had been taught from Years 3 to 5.

Children’s **pupil questionnaires** (2019) reflect this love of learning languages in the school and the appreciation of lessons being taught through **creative** methods such as song. Most children express finding learning Spanish both **fun** and **stimulating**.