

Bridgewater Primary School  
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# Modern Foreign Languages Policy



**BRIDGEWATER**  
PRIMARY SCHOOL

Updated April 2024

# MFL Policy

## Intent

At Bridgewater Primary School we believe that beginning to learn a foreign language provides a valuable educational, social and cultural experience, which will lay the foundation for future language learning. We believe that children deserve the opportunity to access and participate in stimulating and engaging Modern Foreign Language lessons where they will be encouraged to ask and answer questions in our chosen language - Spanish, use a selection of taught vocabulary confidently and identify traditions and customs associated with our chosen European country. We are committed to a Modern Foreign Languages policy that will promote a rich and enjoyable curriculum for all children.

## At Bridgewater we aim to:

- to enrich learning for all pupils
- increase linguistic competence through regular timetabled MFL sessions
- exploit cultural links and experiences when opportunities arise
- promote positive attitudes to language learning through a range of learning activities
- develop listening skills and phonological awareness
- look towards opportunities for cross curricular links in year group planning
- By the time a pupil leaves in Year 6, they will be equipped with the knowledge and skills to confidently express their ideas and thoughts in Spanish both in speech and writing.
- When children leave Bridgewater, they will have a deepened understanding of different cultures, in particular mainland Spain, and a curiosity fuelled to explore other languages of the world.

## Impact

Learners are to develop a detailed knowledge and skills within speaking, reading and writing in the MFL curriculum and respond positively to their learning.

## Speaking and Listening

### The children will:

- encounter a range of situations, audiences and activities designed to develop competence, accuracy and confidence in speaking and listening
- develop their oral abilities at their own levels
- develop listening and comprehension skills through a variety of means which include both reciprocal and non-reciprocal situations
- be able to express opinions, articulate feelings and formulate appropriate responses to increasingly complex instructions and questions

## Reading

### The children will be given opportunities to:

- read the majority of common phrases and words taught
- read individual words, phrases, and sentences to gain awareness of the structure of written Spanish and begin to learn the grapheme-phonetic relationships

## **Writing**

### **The children will be given opportunities to:**

- experiment with the writing of simple words and phrases
- write a sentence following a model but changing one or two words
- create their own sentences using support materials, e.g. a sentence frame, vocabulary mat
- write individual words and phrases from memory

## **Implementation and School Organisation**

Spanish is taught for 30 minutes weekly in Years 3 to 6. Children are taught specific skills, concepts and vocabulary in a dedicated Spanish lesson. The School aims to deliver the requirements of the KS2 MFL framework by linking planning to the framework objectives in the Salford Scheme. In Years 3-6, a new framework devised by Salford is being used. By its nature, MFL will involve lots of interaction with visual, auditory and kinaesthetic prompts.

Lessons involve a range of activities and usually follow the present, practise, produce model. Progression takes the form of increasingly demanding grammatical structures and the children are gradually asked to respond to longer pieces of Spanish. New vocabulary is usually presented orally at first, closely supported through the presentation of pictures the written word, giving visual learners more access, and re-enforcing the grapheme-phonetic relationships for all. Children are encouraged to experiment with writing alongside becoming confident responding orally.

Whilst there is no set scheme, or framework, for Modern Foreign Languages in FS/KS1, teachers are encouraged to access whole school resources and engage children with a variety of early experiences surrounding language learning. Children will be introduced informally through regular exchanges. E.g. greetings, numbers, colours and register.

## **Assessment, Record Keeping, Reporting**

Most assessment is formative and is used to support teaching and learning and inform future planning. As teachers work through the scheme of work observations are recorded, where appropriate, and children's progress is assessed through their speaking and written work. Teachers also assess children using guidance from the Salford Scheme linking to curriculum, our progression document of key skills and our key knowledge document.

When written MFL work is produced, it is marked in line with the school's policy on 'Marking and Feedback.' Each KS2 pupil's attainment in Spanish is recorded by teachers at the end of each term and recorded on Otrack. It is reported to parents at the end of the academic year.

## **Monitoring**

Monitoring is carried out by the MFL coordinator. The following methods are used:

- informal discussion with staff and pupils
- observation of MFL displays
- scrutiny of MFL planning
- classroom observation
- Monitoring of lessons
- discussions with pupils

## Curriculum Management

The MFL Leader will facilitate the development of MFL in the following ways:

- by managing the implementation of the MFL policy
- by updating the policy and scheme of work
- by ordering/updating/allocating resources
- by keeping staff aware of new developments
- by attending appropriate courses to update knowledge of current developments
- by keeping links with the advisory team for MFL

## Inclusion

All pupils, regardless of race or gender, shall have the opportunity to develop their MFL capability. The school promotes equal opportunities and fairness of distribution of MFL resources. Mixed styles of pairing and grouping are used to optimal advantage depending on the activity. The school recognises and promotes the motivational advantages of the use of MFL by children with special educational needs.

Our curriculum for MFL acknowledges that learners with additional needs are likely to have difficulties and these difficulties may act as barriers to learning with regard to listening to, speaking, reading and recording Spanish. The learner may need support to remember previous experiences and makes links to new learning. When teaching MFL at Bridgewater, planning is adapted to suit the needs of all children no matter what their needs with a focus on Quality First Teaching.

Teaching is personalised and targeted including tasks, questioning and intervention in the lesson where needed. We use pre-teaching of vocabulary to help the children know and remember more, and provide guided scaffolds to ensure all children are accessing the curriculum knowledge needed for their year group. All children have access to knowledge mats for reference and consolidation of skill information and vocabulary. Teaching uses visual and practical resources, as well as the use of songs and verbal discussions of Spanish vocabulary. Teachers carefully consider adaptations - see below.

## **SEND Adaptations for MFL:**

Cognition and Learning	
Barriers	Provision
Recall of vocabulary in English to be able to translate to Spanish.  Different structure of sentences may be difficult for children whose sentence level knowledge is poor in English	<ul style="list-style-type: none"><li>• Use of knowledge organisers, pictorial, real objects and representations with Spanish and English versions.</li><li>• Embed vocabulary through chats, songs rhymes and other ways that will support recall.</li><li>• Use visuals to represent masculine and feminine verbs in Spanish</li><li>• Avoid the need for copying lots of information from the board.</li></ul>

	<ul style="list-style-type: none"> <li>• Use sentence strips, coloured sentences etc to enable physical moving around of words.</li> <li>• Recording using alternative methods.</li> <li>• Use of talking tin so sentences can be played back to support appropriate sentence structure.</li> </ul>
<b>Communication and Interactions</b>	
<b>Barriers</b>	<b>Provision</b>
<p>Poor language levels in child's first language.</p> <p>Slow language processing skills.</p> <p>Anxiety speaking aloud in either language.</p>	<ul style="list-style-type: none"> <li>• Ensure that children know the language/vocab being taught in English prior to the introduction of a second language.</li> <li>• Pre-teach and key vocab to ensure a secure understanding.</li> <li>• Be aware that children with slow language processing skills will need even more time to verbalise in another language.</li> <li>• Give additional thinking time</li> <li>• Oral rehearsal time with a peer or trusted adult before asked to say it aloud.</li> <li>• Be aware receptive language skills may be better than spoken language skills. Do not assume that because they cannot say it that they do not understand – offer alternative ways to show knowledge (pictures etc.)</li> <li>• Model mistakes with language and ask children to identify. Foster learning in a culture of having a go/growth mind-set.</li> </ul>
<b>Physical and Sensory</b>	
<b>Barriers</b>	<b>Provision</b>
<p>Hearing language clearly if hearing impairment.</p> <p>Sensory overload during more conversational/interactive lessons.</p>	<ul style="list-style-type: none"> <li>• Ensure child is sitting near the front of the class and can see you as well as hear you.</li> <li>• Support language with gesture, signing and visuals to aid understanding.</li> <li>• Think about classroom acoustics and background noise.</li> <li>• Be aware of individual needs – children who may be uncomfortable in loud environments etc.</li> <li>• Practical role play may cause challenges for some children – shaking hands and saying Bonjour if child does not like touch etc.</li> </ul>
<b>Social Emotional and Mental Health</b>	
<b>Barriers</b>	<b>Provision</b>
<p>Anxiety over making mistakes/looking silly.</p> <p>Difficulty regulating behaviour in less structured</p>	<ul style="list-style-type: none"> <li>• Foster an environment in which mistakes become learning points. Encourage a 'have a go' ethos.</li> <li>• Allow child to orally rehearse sentences to</li> </ul>

lessons.

themselves or using a talking tin.

- Visual representations of feeling overwhelmed.
- Time out/breaks from the activity to calm down/reset.
- Use of fidget aids, wobble cushions to aid concentration.
- Opportunities to develop social skills including being taught these discretely to support engagement in group work and collaborative learning.