**MFL POLICY**

The Grove School has been providing pupils with Modern Foreign Language teaching for a number of years. Language learning is beneficial to children as it is not only teaches them another language but also makes them more aware of their own language. Language learning gives children insight into different cultures and a wider view of the world in which they live.

EAL services are used to support those children at The Grove who do not have English as their first language and we enjoy sharing cultural and linguistic differences within the School.

Spanish is taught to all classes in this stage by their class teacher every week. This has been part of the curriculum since 2010.

Children are taught through fun activities, games, stories and songs. There is a lot of repetition to reinforce the sounds of this new language. Children learn basic greetings, numbers and colours in the foundation stage, moving on to animals, months, days of the week and sports/hobbies.

Languages are taught in a lively, challenging way through games, songs, rhymes and stories which is intended to enhance children’s speaking and reading skills through learning the sounds of the language.

**What does progress look like in Spanish?**

* Increasing confidence in speaking, listening, reading and writing Spanish
* Greater understanding of Spanish
* More manipulative language skills
* Increasing grammatical understanding and use of grammar to phrase spoken and written Spanish
* Improving pronunciation of Spanish
* Greater understanding of culture in Spanish speaking countries
* Increasing memory for vocabulary
* More intuitive Spanish language use rather than translation

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Below is a progressive structure for increasing competence in Spanish. The foundations need to be in place before a child can move to the next year group structures. This structure can also be used to support more able children in next steps.** | | | | |
| **Year groups** | **Speaking and listening** | **writing** | **reading** | **Grammar** |
| **Reception** | 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. | See written Spanish | Read Spanish words together | understand basic grammar including: feminine and masculine |
| **Years 1/2** | engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help  appreciate stories, songs, poems and rhymes in the language  express and develop ideas clearly and with increasing accuracy, both orally and in writing  listen to a variety of forms of spoken language to obtain information and respond appropriately | See written Spanish and have a go at writing simple words | read carefully and show understanding of words, phrases and simple writing | understand basic grammar including: feminine and masculine  basic punctuation in Spanish |
| **Years 3/4** | speak in sentences, using familiar vocabulary, phrases and basic language structures  initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address | write phrases from memory, and adapt these to create new sentences, to express ideas clearly | develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases  read literary texts in the language (together as a class) [such as stories, songs, poems and letters] to stimulate ideas, develop creative expression and expand understanding of the language and culture | understand basic grammar including: feminine and masculine and the conjugation of high-frequency verbs |
| **Years 5/6** | present ideas and information orally to a range of audiences  speak coherently and confidently, with increasingly accurate pronunciation and intonation  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 | broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary  describe people, places, things and actions orally and in writing  can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt  write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language | understand and respond to spoken and written language from a variety of authentic sources  discover and develop an appreciation of a range of writing  read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material | understand basic grammar including: feminine and masculine and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English  identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied  use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate  develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues  use accurate grammar, spelling and punctuation |