

Holy Family Catholic Primary School

MFL - Spanish Policy



We live, love and learn together in the light of God by...
praying together
learning together
playing together
and
respecting each other

Approved by: Linda Mockler

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Introduction

This policy has been created to set out our vision, aims and strategies for the teaching and learning of languages at Holy Family Catholic Primary School. We consider it the basis for the teaching of Spanish in our school.

"A high-quality language education should foster pupils 'curiosity and deepen their understanding of the world... The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing... Language teaching should provide the foundation for learning further languages." (National curriculum in England: languages programmes of study - 11 September 2013).

'If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart'

- Nelson Mandela

Why we teach Spanish

"Spanish: A Living Language" magazine, highlighted the following data about Spanish in the world in 2019:

- Almost 483 million (2018: 480 million) people speak Spanish as their mother tongue.
- The number of potential Spanish users exceeds 580 million, including native, limited competence, and foreign language students. Last year it was 577 million.
- Spanish is the second mother tongue in the world by number of speakers, only behind Mandarin Chinese.
- It is the third language in the global computation of speakers (native domain + limited proficiency + Spanish students), after English and Chinese.
- For demographic reasons, the percentage of the world's population that speaks Spanish as a native language is increasing, while the proportion of Chinese, English, and French speakers is decreasing.
- Now, 7.6% of the world population speaks Spanish (7.7% predicted in 2050).
- Spanish is the official language in the following countries: Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Equatorial Guinea, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Spain, Uruguay, and Venezuela.

Purpose

We want children in our school to have high self-esteem as well as understand and respect people from different cultures, lifestyles and customs. We want to expand their personal horizons, instill in them a love of learning and to foster inquisitive minds, self-discipline and self-motivation. We want them to be flexible and adaptable, to think outside the box, to be good communicators and problem solvers. It is for these reasons that we teach Spanish in our school. Studying Spanish improves the children's analytic and interpretive capacities as well as their physical, linguistic, cognitive, social and emotional skills. It is the best way to prepare our children for the next steps in their education and for the future.

Aims and Objectives

- To develop children's understanding of different cultures and enthusiasm to learn more.
- To foster an interest in learning other languages. • To introduce children to another language in a way that is enjoyable and fun.
- To make children aware that language has structure and that the structure differs from one language to another.
- To develop children's speaking, listening, reading and writing skills in a foreign language.
- To lay the foundations for future study, so that when children go to secondary school, they will do so with a sound basic knowledge of some linguistic structures and vocabulary,
- To give an extra dimension to teaching and learning across the curriculum.

Organisation

We teach Spanish to all year groups - reception to year 6 students- in weekly sessions. We use schemes of work which provide long-term and medium term planning. We teach the children to know and understand how to:

- ask and answer questions;
- use correct pronunciation and intonation; memorise words; interpret meaning;
- understand appropriate grammar;
- write at an appropriate level (words, phrases, sentences and paragraphs);
- independent learning is promoted and encouraged using knowledge organisers for each topic taught and sentence builders.

- look at life in another culture

Teaching and learning

We recognise that language learning in its broadest sense has three core strands:

- learning to communicate (with the emphasis on oracy, i.e., listening, speaking and interacting);
- learning about language (reading and writing in the foreign language and learning about the writing system, spelling and structure of the language);
- learning about and comparing different cultures (inter-cultural understanding)

We will encourage pupils to apply knowledge already learnt about their own language to their learning of the new language. We aim to equip pupils with strategies for language learning that they can use in the future when studying other foreign languages.

We base our teaching on the National Curriculum programme of study framework for Spanish teaching. We have adapted it to the context of our school and the abilities of our children. We use a variety of techniques to encourage children to engage actively in learning Spanish: these include games, role-play, rhymes and songs (particularly action songs). We use videos, sound recordings and songs to demonstrate the language and for the pupils to hear more than one voice speaking language.

We teach all four skills - listening, speaking, reading and writing. We also use a multi-sensory and kinesthetic approach to teaching to reinforce memory. We aim to make lessons entertaining and enjoyable to develop a positive attitude to the learning of modern foreign languages. We build children's confidence through constant praise for any contribution that they make in the foreign language, however tentative. We allow for differentiation by:

- using peer support;
- setting common tasks which are open-ended and can have a variety of responses;
- providing resources of different complexities, matched to the ability of the child.

Assessment

The children are assessed by the teacher and carry out self-assessments to see and monitor the progress that they are making in the language. This is done informally during the lessons to inform future planning. We assess children's:

- listening through their answers
- speaking through their dialogue to one of their peers
- reading comprehension through translation
- writing through their own work
- intercultural understanding through their own opinions and views shared in class

Children are assessed on an ongoing basis by the class teacher. On an annual basis, we report progress to parents as part of our end of year report.

Cross- curricular Links

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas. These opportunities can be exploited through aspects of:

English: Development of speaking and listening skills, knowledge and understanding of grammar and sentence construction. Opportunities to compare the foreign language with English or another language can be exploited through use of the new alphabet, phonemes, rhyming patterns, sound/ spelling links, formation of structures (e.g. singular/ plural, gender, negatives, question forms, position of adjectives, imperatives), intonation, dialogues, poetry, different text types and formation of complex sentences.

ICT: materials from the internet and television, video and audio and word processing.

- Citizenship: The multilingual society, knowledge of other countries and cultures.
- Numeracy: Counting, calculations, money, time and date etc.
- Geography: Work related to studying other countries, weather.
- Science: Parts of the body, animals.
- Music: Rhyming, rhythm, singing, composition and world music.
- RE: Celebration of festivals, storytelling, calendars, customs, international and multicultural work.
- History: Study of the history of other countries.
- PE: Physical responses to the teachers' instructions issued in the language being learnt.

Equal Opportunities

At Holy Family Catholic Primary School, we are committed to promoting equal opportunities irrespective of socio-economic background, gender, disability and ethnicity in all areas of the curriculum. We believe all children should have access to and participation in the learning of languages and to be supported in this process.

Inclusion

At Holy Family Catholic Primary School, we teach Spanish to all children, whatever their ability. A modern foreign language forms part of the school's commitment to providing a broad and balanced education to all children. Through Spanish teaching, we provide learning opportunities that enable all children to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

How to help at home

Here are some suggestions for ways you can help your child:

- Cook a typical Spanish meal
- Familiarize your child with Spanish cuisine by having him or her help you whip up a traditional Spanish meal. You could try Gazpacho (tomato soup served cold), Paella (a rice dish), Tortilla (Spanish omelette) or Patatas Bravas (cubes of potato in a spicy, tomato sauce) for example.
- Watch a Spanish movie
- Host a Spanish movie night with your family watching films such as Ferdinand, Coco, Donkey Xote, Encanto or Tad, the Lost Explorer. You could also watch cartoons on YouTube presented in Spanish, such as Peppa Pig, Dora the Explorer or The Robot Boy.
- Listen to Spanish music
- Download some Spanish songs to listen to while at home or on the road. Listening to Spanish music will help familiarise your child with Spanish accents and pronunciations. Rockalingua offers a range of songs that children have learned in class.

You can download and print dozens of free puzzles for your child. He or she will have fun playing, while simultaneously learning Spanish vocabulary. Keep a stack in the car for long trips.

- <http://www.freewordsearches.net/wordsearch/category/spanish-words/page/7>
- <http://www.spanishtown.ca/wordfinds.htm>
- Memory game - Create some Spanish flashcards and place them face down on a table. Your child flips over two cards. If the pictures match, your child flips over two more cards. The point of the game is to match all the cards from memory.
- Hangman - This Spanish activity is played exactly like the original Hangman version, except you are using Spanish vocabulary words and phrases instead of English.

Useful reading recommendations to practice Spanish:

- The three little pigs - <https://youtu.be/lqsh1Xxb6NA?feature=shared>
- The gingerbread man - https://youtu.be/NMvgd_x4P-Q?feature=shared
- El monstruo de los colores - <https://youtu.be/DCdDnpP8naM?feature=shared>
- Little red riding hood - <https://www.youtube.com/watch?v=ydxmW5-Xp40>
- Jack and beanstalk story - <https://www.youtube.com/watch?v=CWIJTSytgLw>
- Goldilocks and the three bears - <https://www.youtube.com/watch?v=Xwgtf5sdwAk>
- The little red hen - <https://www.youtube.com/watch?v=GbbKvoVKj9E>
- The Nativity - <https://www.youtube.com/watch?v=VBIEGiokXTQ>
- Brown bear - https://www.youtube.com/watch?v=_PIXik7D_zI
- The very hungry caterpillar - <https://www.youtube.com/watch?v=XeP8oyOEFSU>
- What does the moon taste like? (Y6) - <https://www.youtube.com/watch?v=hyXsiGOuR24>
- Froggy gets dressed - <https://www.youtube.com/watch?v=63xiolF7TPg>

Useful websites to practice Spanish:

- <https://www.euroclub-schools.org/spanish-zone>
- <https://www.wordreference.com/es/translation.asp?tranword=>
- <https://www.linguascope.com>
- <https://www.lcfclubs.com/babelzonenew/> <https://www.bbc.co.uk/languages/spanish/>
- https://www.123teachme.com/kids/spanish_flash_cards/category/children_family
- https://wordleespanol.org/#google_vignette

Monitoring and review

We monitor teaching and learning in the same way as we do all the other subjects that we teach in the school. The coordination and planning of the MFL curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in MFL, and providing a strategic lead and direction for this subject.
- the headteacher reports to the governing body on the progress of children in Spanish, in the same way as for progress in any other subject