



At Holy Name we teach a foreign language to all KS2 and year 2 children. We believe that many children enjoy learning to speak another language and that the earlier a child is exposed to a foreign language, the faster the language in question is acquired. We also believe that it is beneficial to introduce a new language to children when they are at primary school, as they tend to be less self-conscious about speaking aloud at this stage of their development. It is widely believed that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life. We want our children to have no limits to what their ambitions are and grow up being able to fluently speak another language on their travels around the world and with the skills to be interpreters, translators, tour guides or language teachers. We believe that all our children are STARS with the potential to shine. The MFL curriculum has been structured so that our children develop their skills and knowledge (in line with National Curriculum) by building upon prior learning. We want our children to remember their MFL lessons in our school, reaching learning milestones at key points in their school life. We want them to retain knowledge and vocabulary so that they have a foundation for their continued school life and beyond.

Curriculum Intent

The MFL curriculum promotes the early development of a child's linguistic competence. At Holy Name, we are aiming to:

- Foster an interest in learning other languages
- Introduce young children to another language in a way that is enjoyable
- Make young children aware that language has structure, and that the structure differs from one language to another
- Help children develop their awareness of cultural differences in other countries
- Develop their speaking and listening skills
- Lay the foundations for future study.

Curriculum Implementation

We have used the best research to create a well sequenced and progressive curriculum map containing the key concepts children need to be procedurally fluent and to work and think like a linguist. Our curriculum is based on the guidance given in the national curriculum and we teach Spanish to all children in KS2 and year 2 in thirty minute sessions.

The key concepts in MFL we plan a progression for are as follows:



- Listening and responding
- Speaking
- Reading and responding
- Writing

However, we do not give equal weighting to each of these skills in each unit taught. For example, in the initial stages of our teaching we place particular emphasis on speaking.

In MFL lessons:

- We base our teaching on our curriculum map for languages, which is well sequenced and progressive. It identifies the end points we expect children to reach at the end of each year group.
- We use a variety of techniques to encourage the children to engage actively in the modern foreign language: these include games, role-play and songs (particularly action songs). Where appropriate we use puppets and soft toys to demonstrate the foreign language. We use mime to accompany new vocabulary in the foreign language, as this teaches the language without the need for translation.
- Initially we place more emphasis on listening and speaking skills than on reading and writing skills. We also use a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games, as we believe that this serves to reinforce memory.
- We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. We build children's confidence through constant praise for any contribution they make in the foreign language, however tentative.

We teach the children to know and understand how to:

- ask and answer questions
- use correct pronunciation and intonation
- memorise words
- interpret meaning
- understand basic grammar
- use dictionaries
- work in pairs, and groups to communicate in the other language



Curriculum Impact

We use informal formative assessment information in every MFL lesson, following Rosenshine's Principles of Learning. Staff always consider cognitive load theory to ensure children retain as much knowledge as possible. Mini-plenaries and constant referral to prior learning also help with this. Information gained from formative assessment is used by staff to inform their short-term planning. This helps us provide the best possible support for all our pupils, including the more able. The assessment milestones for each phase have been carefully mapped. This means that skills in MFL are progressive and build year on year.