

MFL Policy

This policy should be read in conjunction with Language Angels

Our Shared Vision & Values		
A S P I R E	We are ambitious to ACHIEVE ;	we aim high, anything is possible!
	We show SELF-RESPECT ,	we support each other with empathy, tolerance and quiet confidence.
	We are PROUD :	positive, practical and we persevere.
	We want to be INSPIRED ,	show our creativity, "Dream Big".
	We demonstrate RESILIENCE ;	we learn from our mistakes, are reflective and reciprocal, take responsibility for our actions.
	Everyone is EQUAL ;	there are exciting experiences at Carlton Road for all.

The Context of our School and its Curriculum

Carlton Road Academy is a two-form entry school with our own attached Nursery based in Boston, Lincolnshire. With a cohort drawn from the immediate area, the school serves a diverse community with a greater-than-average number of EAL and Pupil Premium students; mobility is high. As a result, it is key that our approach to teaching and learning is accessible to all children, regardless of their background. Our ethos "Aspire to Achieve" is embedded throughout the school, it's curriculum and our knowledge expectations – we expect our children to "Aim High" and "Dream Big".

Our "Aspire" curriculum brings to life the school's ethos and values. It embraces the whole child and their success in education – both

academic ambition, practical skills, and social achievements. At the same time, we expect the children to be proudly responsible of and for their own efforts, to persevere when the going is not always easy thereby making their individual contribution to the shared, equalitarian, and democratic learning experience at Carlton Road.

Curriculum Intent For MFL

At Carlton Road Academy, we teach Spanish to all classes in years 3-6. We believe that learning a foreign language provides a fantastic opportunity to equip pupils with the knowledge and cultural capital they need to succeed in life. At Carlton Road Academy, there are many different languages spoken and so it is vital that we help children develop their awareness of cultural differences. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience.

We use the Language Angels scheme of work and resources to offer a relevant, broad, vibrant and ambitious foreign language curriculum that will inspire and excite our pupils using a wide variety of topics and themes. We aim to encourage children's confidence and creative skills through the teaching of Spanish. We aim to embed the skills of listening, speaking, reading and writing skills necessary to enable children to use and apply their Spanish learning in a variety of contexts and lay the foundations for future language learning.

Our curriculum promotes	A	Achievement,	all learners are academically ambitious, aim high, maximising their own potential from their considerably different starting points. Everyone reads with enjoyment and enthusiasm. Anything is possible!
Our curriculum instils	S	Self-respect,	creating confidence, tolerance and mutual respect within the whole school community, children support and encourage each other upholding British Values.
Our curriculum promotes pupil's	P	Pride,	they feel part of something bigger, maintain positivity, take pleasure in their work, using both practical skills and their own mindset to help them persevere.
Our curriculum enables students to be	I	Inspired;	its varied content and wide-reaching subject matter offers a wealth of learning opportunities that encourage creativity, from close to home and further afield; we "Dream Big" at Carlton Road.
Our curriculum develops learners who are	R	Resilient	to be honest in their understanding and learn from their mistakes, overcome setbacks and challenges, to take responsibility for their own learning, to be reciprocal and reflective in lessons.
Our curriculum embodies	E	Equality;	everyone is entitled to exciting experiences, cultural, sporting and enriching and to have their views and voices heard.

What our intent looks in MFL

The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning Spanish will also offer pupils the opportunity to develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. They will be able to recognise and apply key vocabulary within conversations and will be challenged in a range of speaking and listening, reading and writing activities. Units will start at basic noun and article level and will teach pupils how to formulate short phrases.

By the time pupils reach Progressive units they will be exposed to much longer text and will be encouraged to formulate their own, more personalised responses based on a much wider bank of vocabulary and linguistic structures. Pupils will continuously build on their previous knowledge as they progress in their foreign language journey through the primary phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate. The intention is that they will be working towards becoming life-long language learners.

In addition to being an official language of Spain and throughout South America, Central America, Mexico, and in the Caribbean, Spanish is the language most frequently spoken in the home after English in the US. Spanish is an international language and has the second largest number of native speakers in the world, second only to Mandarin Chinese. The point of all these facts are that if you learn Spanish, you'll be hard-pressed to go somewhere where at least a few people don't speak it. This will make you a better-equipped traveller, allow you to meet even more people and enrich your personal experiences. Spanish appears to be the easiest foreign language for English speakers to learn! It is becoming more popular in Britain and it could soon be the most studied foreign language at school level if current trends continue. Either way, Spanish is widely regarded as one of the easiest languages to learn, so you can be up and running with basic reading and speaking skills in no time. Also, as a large number of pupils continue up to our federated feeder school they are able to continue to lay the foundations for further Spanish at key stage 3.

A	Achievement	Children are given opportunities to achieve in their own way. We believe that learning a new language provides a fantastic opportunity to equip pupils with the knowledge and cultural capital they need to succeed in life.
S	Self-respect	To foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils. This will benefit the children as it will help to increase their self-esteem, as they progress through the curriculum.
P	Pride	At Carlton Road Academy, we want our children to continuously build on their previous knowledge as they progress in their learning of Spanish throughout their journey in the primary phase.
I	Inspired	It provides excitement, inspiration and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life.
R	Resilient	We aim to encourage children’s confidence and creative skills through the teaching of Spanish. Teaching them to never give up and being able to reach their full potential.
E	Equality	Learning another language will offer pupils the opportunity to develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences.

Curriculum Implementation

How we deliver our curriculum:

Teaching and learning turns “thinking” (the task of the working memory) into “knowledge” (our long-term memories) that can be recalled and used again and again.

- Our MFL curriculum is designed to progressively develop children’s skills in languages, through weekly taught lessons in KS2.
- Teachers deliver MFL lesson supported and planned by the Language Angels Scheme.
- Children progressively acquire, use and apply a growing bank of vocabulary organised around topics.
- Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games.
- As confidence and skill grows, children record their work through a range of tailored activities to ensure that all children can access the MFL curriculum that is outlined in the National Curriculum.
- Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit they will build their knowledge and develop the complexity of the language they use.

The table below demonstrates the types of knowledge the children acquire and what that looks like in MFL.

	Forms of Knowledge	What that knowledge looks like in school	What that knowledge looks like in MFL
A	Academic Answers	Children encounter facts, learn knowledge that is “known”: number bonds, spellings, capital cities, the wives of Henry VIII, colours. Facts that can be straightforwardly shared, memorised and recalled.	In MFL, all children in KS2 are provided with weekly Spanish lessons following a comprehensive scheme chosen by school leaders. Within lessons, pupils are given an appropriate balance of opportunities to develop both their spoken and written language, equipping them with key phrases they can use in real-world situations, therefore laying the foundations for further foreign language teaching at KS3.
S	Situational and Symbolic	Children interpret knowledge in the context of what they comprehend from the cultures they know/their context/ community/ heritage. This includes their understanding of symbols – written, gestures, body language, pictorial, coded such as computers or road signs etc.	All children explore and examine a breadth of literature within MFL lessons to support and enhance their verbal and written communication skills and understanding. Within every lesson, children are exposed to a range of themes which directly link to their learning, allowing them to identify written and spoken key vocabulary and also rehearse their oral skills of pronunciation.
P	Practical – the “How to?”	Children learn practical knowledge when they need to know the “How to...” e.g., ride a bike, read a map. The knowledge may come in steps or stages. It could be written down to follow like a recipe or automatically retrieved, once learnt, such as how to swim.	As part of our MFL lessons, we ensure the children participate in a balance of opportunities to develop both their spoken and written language, equipping them with key phrases they can use in real-world situations. The purpose of this is to teach the children the knowledge and the skill they need to lay the foundations for further foreign language teaching at KS3.
I	Implicit and Incidental	Implicit knowledge often unconsciously obtained, and we may not recall learning it: such as how to walk or talk, it builds on past experiences. Incidental knowledge is similar in that we acquire it from experiences, but these are unplanned or unintended.	The MFL curriculum is progressive throughout the school. The children will come to know and be familiar with a range of vocabulary, both spoken and written. They will encounter a range of different topics several times during their time at Carlton Road Academy, each time they will build on their prior knowledge until it becomes implicit. Children will begin to simultaneously use incidental knowledge that they have acquired from previous topic themes. For example, numbers, colours, hobbies, the weather etc.
R	Relationships and Real Life	This is knowledge that supports children build relationships and understand how social interactions work; the knowledge behind “real life” skills such as empathy, friendship, honesty. For some it comes naturally, most children need a level coaching to acquire it.	Our MFL curriculum is designed to foster children’s curiosity and deepen their understanding of the wider world, striving to enable our students to become positive global citizens and allowing them to interpret, create and exchange meaning across different cultures. We aim to ensure that all of our pupils leave Carlton Road Academy with a broad knowledge and understanding of a foreign language, with competency in both verbal and written communication in a chosen language.
E	Experiences and Experts	This is knowledge built up from a range of experiences both undertaken or personally encountered such as a visit to a place of historical interest, it may be explicitly taught, or delivered by an “expert” such as a professor, or sensorily observed such as an experiment.	Languages are part of the day to day life of the school. For example, teachers use the foreign language to give simple classroom instructions (‘come in quietly’; ‘listen’; ‘look’), to ask questions (‘who wants school dinner?’; ‘what’s today’s date?’) and to take the register, lead Assembly and give permission for children to leave the room. Children are encouraged to respond using the language they have learned, and sometimes teachers and pupils develop new language skills together, teachers acting as role models in the learning process. This integrated approach is a

			strong model for teaching and learning, giving children opportunities to use and develop their language for communicating in stress-free real-life contexts.
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In MFL we teach to secure that knowledge in the following ways:

	How the children will acquire their knowledge:	What that practice looks like in MFL
A	<i>Active construction of knowledge, the acquisition of vocabulary, teacher articulation of learning processes and the asking and answering of questions.</i>	When following our chosen Spanish scheme, our teachers follow this and identify any key vocabulary that can be revisited from prior learning and also any new vocabulary that will further extend the children’s knowledge. This vocabulary is displayed in the classroom on the learning walls so that pupils can refer back to it throughout their lessons. In addition to this, teachers will identify a range of key questions to ask. Class teachers have a sound understanding of where pupils are working and this enables them to pitch questions to challenge and stretch all abilities.
S	<i>Staged development enables children to join up intertwined groups of meaningful knowledge into schemas. This comes semantically, through the senses, through skills and socially.</i>	As a child experiences the range of knowledge in our curriculum, step by step, they begin to make links – words and meaning (semantics) match events that have been experienced through their senses – sounds, sights, smell. These then match up with skills that are learnt and social opportunities. The final “product” being a schema that helps them organise their knowledge. For example in MFL we aim to ensure that all of our pupils leave Carlton Road Academy with a broad knowledge and understanding of a foreign language, with competency in both verbal and written communication in this case, Spanish.
P	<i>Practically: children access a wide range of memorable learning through play, the power of stories pictures and print and through problem-solving activities.</i>	Our MFL curriculum is designed to foster children’s curiosity and deepen their understanding of the wider world, striving to enable our students to become positive global citizens and allowing them to interpret, create and exchange meaning across different cultures. We encourage our pupils to be problem-solvers by guiding their learning through questioning. We offer support; however, we do encourage the children to use their existing knowledge to help them overcome any difficulties, finding practical ways to solve them. This also builds resilience; one of our key values.
I	<i>Internalisation of learning through interaction, instruction, imitation and integration aids the movement of thoughts to long term memory.</i>	All children explore and examine a breadth of literature within MFL lessons to support and enhance their verbal and written communication skills and understanding. Within every lesson, children are exposed to a range of themes which directly link to their learning, allowing them to identify key vocabulary and also rehearse their oral skills of pronunciation.
R	<i>Retrieval of knowledge through repetition, revision, recycling and routine prompts memory “muscle” to work, making knowledge “stick”.</i>	Although we complete our MFL learning in themes, children are always participating in retrieval activities to help embed their learning. The following year builds upon this knowledge and this enables them to embed key knowledge and vocabulary from other curriculum areas. Children participate in blocks of learning but with added and progressive knowledge during their time at Carlton Road Academy. We find this helps as prior knowledge is recapped on giving the children a chance to revise what they have previously learnt.
E	<i>Special experiences linked to learning objectives and opportunities in specific environments can enhance the probability of long-term memory retaining key messages.</i>	At Carlton Road Academy we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others. The focus language taught in

	our school is Spanish from Year 3 to Year 6 and the Scheme of work indicates the units/areas taught throughout the school.
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We teach our MFL curriculum in themes. The children are taught a range of different themes throughout a term, which gives them in-depth knowledge and valuable topic related vocabulary throughout the school year. Spanish is taught in Years 3-6 so that pupils are given an appropriate balance of opportunities to develop both their spoken and written language, equipping them with key phrases they can use in real-world situations, therefore laying the foundations for further foreign language teaching as they move up the school and into KS3.

In MFL, we identify links between our own local community and culture with that of the wider world, allowing children to forge connections globally. We try to use pupil voice where possible to shape and direct our planning and teaching to establish an ongoing enthusiasm for MFL which links, where possible, to the children's interests. Staff are encouraged to utilise and share their linguistic knowledge to shape the lessons and experiences that our children experience.

Planning our curriculum:

Our curriculum is delivered in line with the National Curriculum. Although we do plan from this, we also ensure opportunities are provided where children can develop additional skills, knowledge and understanding to enhance our curriculum where necessary. We follow the national curriculum's programme of study and this is taught using our chosen scheme 'Language Angels'. Progress is checked both during and at the end of each lesson and we encourage all pupils to take responsibility for their own and their peers' learning. A range of Assessment for Learning strategies are used, for example peer marking, evaluation, self-assessments against objectives and success criteria, the use of talking partners and end of unit learning reviews. Through these, both children and adults are able to recognise the progress being made.

Teacher's pay heed to the Voyage Trust's **MFL Progression Map** so they can see what knowledge the child should have already and what is to come in future years.

These curriculum areas of knowledge combine together to enable our children to become successful in all areas of MFL.

These include:

Speaking and Listening

The children will learn to

- listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English;
- understand and respond with increasing competence, accuracy and confidence in a range of situations;

- join in songs, rhymes and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way;
- take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings;
- memorise and recite topic related phrases and give a talk on a familiar subject confidently and with regard for the audience.

Reading and Writing

The children will learn to

- remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;
- read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;
- read, copy and write independently familiar words and simple phrases in context e.g. classroom items, display labels, weather chart, date;
- write sentences and short texts independently and from memory.

Intercultural understanding

The children will learn to

- identify countries where the language is spoken;
- identify similarities and differences in everyday life, social conventions, traditional stories and celebrations;
- recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others;
- recognise and mistrust stereotypes, and understand and respect cultural diversity.

Evidence of key knowledge:

Each child from Y3-Y6 have a MFL book where their learning journey is recorded. This moves up with the children as they move through the school. This journal holds the key knowledge that they have developed during each topic. The knowledge and skills are progressive which allow children to embed previous vocabulary taught and then extend on it. This can be referred back to during each block to remind the children of prior learning and support them in identifying the progression.

Impact

Assessment

There is no statutory assessment in MFL however teachers use assessment to monitor progress and to identify any child needing additional support as soon as they need it.

- **Assessment for learning** is used:
 - In the actual lesson to inform the teacher and support staff of who may need further support from either their peers or staff. Key questioning is used to gain an overall understanding of what the child knows and what they need to know in order to move their learning on.



- At the end of a unit of work, the class teacher will assess whether the children have gained the knowledge and skills for that unit. This will inform the teacher of key learning areas when teaching a new topic in MFL. The class teacher will also be able to pass this onto the next year group teacher for when they cover the topic again.

This policy was most recently updated in:

May 2024