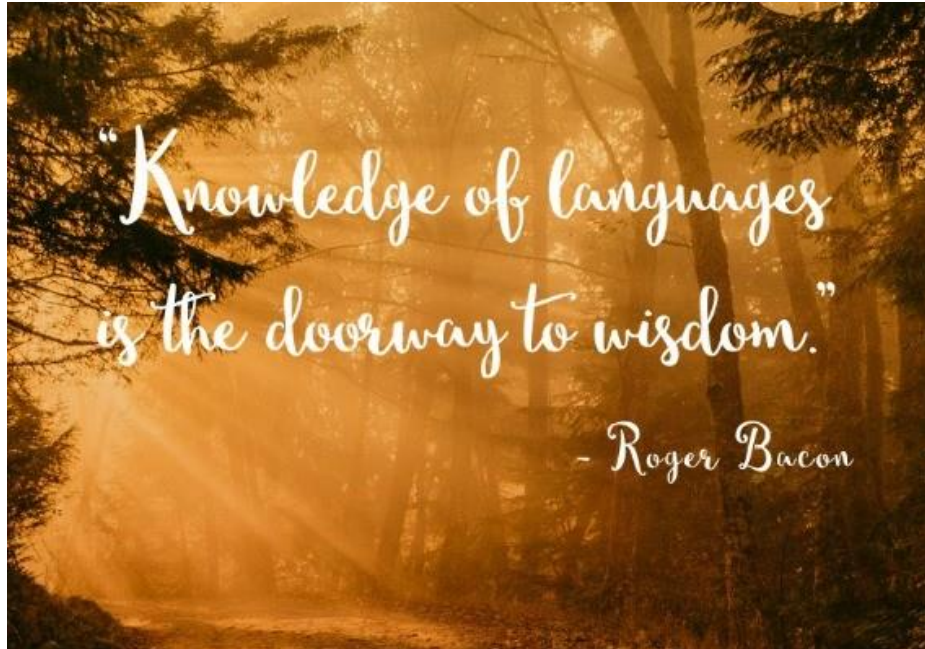


MELLING APPROACH TO BEING A LANGUAGE LEARNER



Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages 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. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

National Curriculum 2014

INTENTION - Aims and Principles

- 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 a structure, and that the structure differs from one language to another.
- To help children develop their awareness of cultural differences in other countries and to learn to respect and celebrate those differences.
- To link learning to the school's focus on oracy, i.e. being a 'communicator and collaborator'. Speak with increasing confidence, fluency and spontaneity, find ways of communicating what they want to say, including through discussion and asking questions, and continually improve the accuracy of their pronunciation and intonation.
- To understand and respond to the spoken word and the written word in the chosen language.
- To begin to write in the chosen language.

IMPLEMENTATION - Quality First Approach

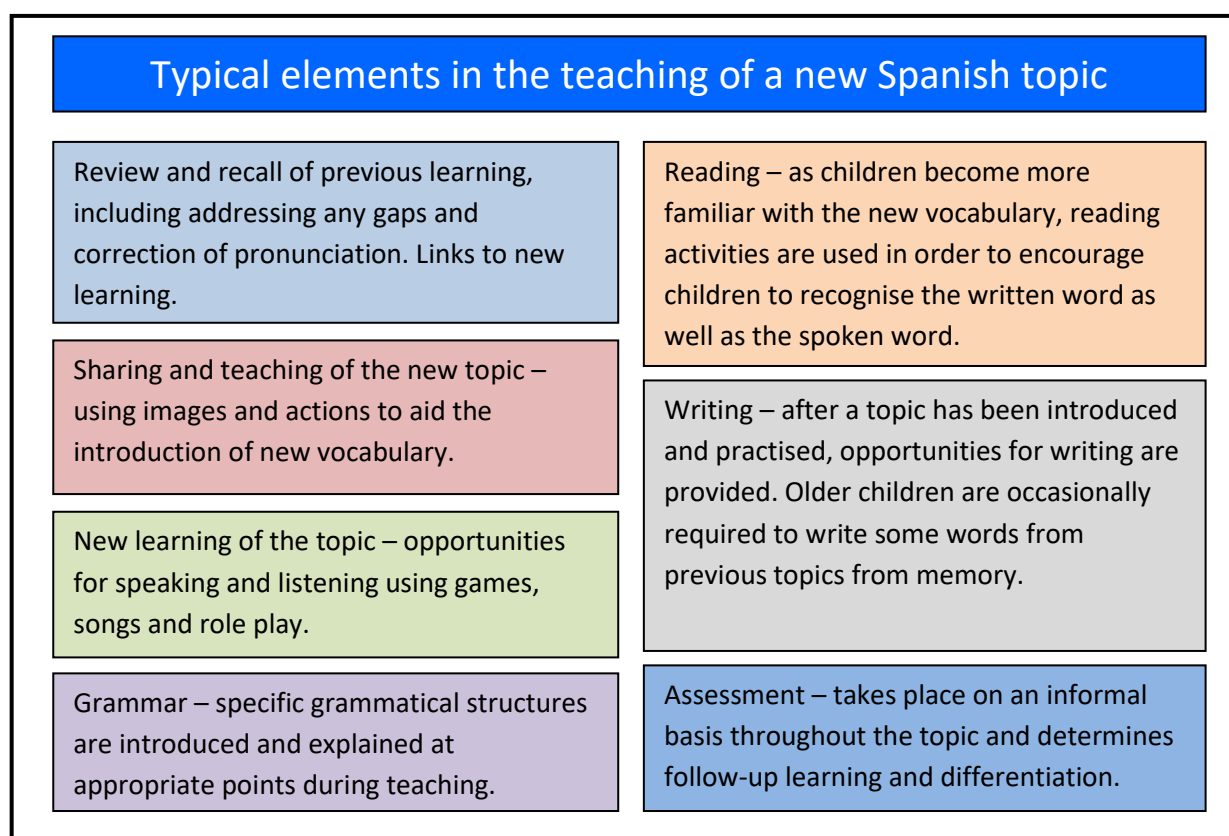
In EYFS and KS1, children are introduced to and encouraged to use every day greetings and phrases, such as hello, good morning and thank you.

In KS2 all children have access to a discrete one hour lesson once every fortnight with the leading specialist teacher for MfL. In the interim weeks, class teachers use the subject leader's planning to reinforce what has been taught. These follow-up sessions take the form of a short ten minute recap of the previous week's learning.

Spanish lessons will:

- Build and promote an atmosphere in which children are confident to 'have a go' at speaking in a foreign language
- Make learning a foreign language engaging and exciting
- Relate to simple topics that can be used in every day school life
- Ensure that previous learning is reviewed, recalled and consolidated throughout other topics
- Employ lots of different teaching strategies and resources, including the use of images, actions and songs
- Have a large focus on speaking and correct pronunciation and intonation
- Give pupils plenty of opportunity to engage in conversations
- Provide a concrete understanding of the basic structure of the language

Lesson plan model for Melling's Spanish lessons



Inclusion

At Melling Primary, Spanish forms part of a broad and balanced inclusive curriculum which provides all children with relevant and challenging learning.

A wide range of resources and teaching strategies are used in order to help all children to achieve in Spanish and to acquire vocabulary. When new vocabulary is taught, images and actions in particular are used in order to make visual and physical links for children. These images and actions are then used as prompts for children throughout the topic and at later dates when consolidating learning, where needed.

Differentiation is provided within reading and writing activities and partner work is greatly encouraged.

Enhancement

Whole school assemblies and class projects take place to raise both the profile of Spanish across the school and children's cultural understanding of life in Spain.

In addition, children are selected from Upper KS2 to participate in a visit to the Language Centre in Greenbank High School where they work with a group of language leaders exploring real-life scenarios.

On an annual basis, children are selected to perform in the 'Fiestaval' in Greenbank High School, which is a celebration of learning languages. All of these events serve to motivate and engage children to love learning a foreign language.

Home learning 'own work'

Children are encouraged to use the school website to further their learning of Spanish. The website gives access to songs, games and other activities related to the vocabulary which has been learnt in school. Children receive rewards in line with school policy for effort with furthering their own learning.

Champions

Children who are particularly enthusiastic about Spanish are encouraged to become champions of the subject; ambassadors for Spanish across the school. They are recognised for putting exceptional effort into their learning of a foreign language. Champions assist in ways to promote Spanish across the school as well as have a say in how to improve teaching and learning of the subject.

IMPACT

The subject leader will assess children's work in Spanish by making informal judgements during lessons. On completion of a piece of work, they will assess it against the learning objective, and then use this assessment to plan for future learning.

Assessment against the age-related learning objectives for the five strands of language learning (listening, speaking, reading, writing and grammar), is done using the cumulative work produced during the course of the term.

Short, appropriate tasks may also be set at the end of the term, in order to further assess achievement in speaking and listening.

A record of children's achievements against the age-related learning objectives is kept in the subject leader's assessment folder. This allows the subject leader to see both individual and whole class gaps across the five strands.

The assessment data is further used to report achievements to parents at the end of the academic year. The same exercise books are used from Y3 to Y6 so that each child's progress is evident.

Monitoring

The monitoring and evaluating of practice in Spanish enables the progress of children to be seen within the class and whole-school contexts of school development. Monitoring of teaching and learning takes place through book scrutiny, lesson observations and pupil interviews to ensure engagement and progression in Spanish. Findings are used to inform future planning to enhance teaching and learning.