

Modern Foreign Languages: Pedagogy

At Emmaus, children:

- develop an appreciation of other cultures through activities that promote curiosity, engagement and understanding about the wider Spanish speaking world.
- understand and respond to authentic speakers in Spanish.
- speak with confidence and fluency, and continually improve the accuracy of their pronunciation and intonation in Spanish.
- use phonic and grammatical knowledge to read and write a variety of texts in Spanish.
- secure foundations for learning other languages in Key Stage 3 and beyond.

Organisation

Spanish is taught throughout the school. It is introduced informally in Key Stage One, learning oral and aural language skills through participation in songs, action rhymes and games. Children are able to greet each other and answer the register in Spanish.

Across Key Stage Two, Spanish is taught to mixed ability groups in a session of 40 minutes each week, with the language reinforced during register time, Physical Education and in other lessons at the class teacher's discretion (Roberts 2021). During the timetabled session, the focus is on pronunciation and phonics, listening, speaking, reading and writing activities.

Teaching and Learning

Lessons are structured around **the three pillars of language progression**: Vocabulary, Grammar and Phonics (Ofsted 2021; Wardle 2021). The school has a carefully designed long term plan to ensure progression over the four years of Key Stage Two, with objectives expanded from those of the National Curriculum.

There is an expectation that **phonics** and spelling will be explicitly taught in the majority of lessons in order to enable children to improve pronunciation and to read and write more independently. We have also carefully planned our curriculum to include planned practice and review of phonemes and how these link to graphemes.

In the same way, **grammatical terms and rules** are taught explicitly, practised and applied during lessons, including speaking, listening, reading and writing. The curriculum allows children to revisit the same grammatical content in different contexts and using a range of vocabulary.

Vocabulary has been carefully selected and revisited frequently, to allow children to have a confident understanding of how sentences are constructed in the target language. A spiral curriculum of high-frequency words are taught throughout children's time at school with accompanying vocabulary that is topic-based and has been chosen carefully.

Children are encouraged to develop skills in the three pillars through the four domains of Speaking, Listening, Reading and Writing, and each of these domains are included in every topic. Teachers use a variety of age appropriate techniques to encourage active engagement, including games, music and audio-visual materials. Children work with learning partners. They discuss and reflect together, take part in role plays and dialogues, and support each other through peer assessment activities.

As children become more proficient in the target language, the focus is on independent and small group tasks of growing complexity and challenge. They are increasingly involved in developing success criteria for reflecting on their own language learning skills.

For further information, please read:

Ofsted 2021 *Curriculum research review series: languages*

<https://www.gov.uk/government/publications/curriculum-research-review-series-languages/curriculum-research-review-series-languages> Accessed 08.06.2021

Roberts J 2021 *Ofsted: How primaries can be 'outstanding' at languages*

<https://www.tes.com/news/ofsted-how-primaries-can-be-outstanding-languages> Accessed: 11.05.2021

Wardle M 2021 *Languages in outstanding primary schools* [Languages in outstanding primary schools - Ofsted blog: schools, early years, further education and skills](#) Accessed 11.05.2021

