

## Modern Foreign Languages (Spanish) INTENT - to what do we aspire for our children?

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.

Source: National Curriculum 2013

### At HPPS MfL develops the school's 4 key drivers in the following ways:

#### Excellence

- Foster enthusiasm for language learning
- Provide a secure foundation for future language learning
- Stimulate and encourage children's curiosity about language and creativity in experimenting with it

#### Equity

- Stimulate and encourage children's curiosity about language by experimenting with it
- Make language learning enjoyable and accessible to all pupils
- Provide opportunities to develop speaking and listening and oracy skills

#### Character

- Develop an appreciation of Spanish cultures and languages
- Develop a deeper understanding of Spanish communities and people
- Develop a sense of global citizenship

#### Community

- Support children to develop their awareness of cultural similarities and differences
- Develop positive attitudes to linguistic diversity within our school
- Recognise and challenge stereotypes
- Develop awareness of the need to listen to others' contributions and to work together.

### MfL pillars underpin the successful learning of a different language:

- The system of the sounds of a language and how these are represented in written words
- Vocabulary
- Grammar, including inflectional and/or derivational features and syntax

### Aims of the MfL Curriculum

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

### Long term sequence

The sequence below ensures that children build on previous knowledge and understanding and develop their skills systematically across the four years.

	Autumn	Spring	Summer
<b>Year 3</b>	<b>GREETINGS</b> How are you? Taking the register Introducing yourself Numbers 0-12 Classroom instructions Classroom objects	<b>EVERYDAY CONVERSATION</b> How old are you? Where do you live? Nationalities Numbers 13-21 Days of the week Weather The alphabet	<b>FAMILY, MONTHS &amp; COLOURS</b> My family Today's date Colours Sounds & spellings
<b>Year 4</b>	<b>PETS &amp; CELEBRATIONS</b> Animals Numbers up to 40 Fiestas Sounds & spellings	<b>TIMES &amp; DATES</b> Telling the time Times of day Numbers 41-100 My birthday	<b>TOWNS &amp; COUNTRIES</b> European countries Towns around the world Where are you going? North, South, East & West
<b>Year 5</b>	<b>SCHOOL</b> Telling the time School subjects The school timetable What have we learnt? Christmas (Section 8)	<b>FOOD &amp; DRINK</b> Ordering drinks & snacks Addressing people appropriately Paying with Euros	<b>SPORT</b> Parts of the body Sporting activities Favourite sports Healthy eating (transferring language learnt)
<b>Year 6</b>	<b>CLOTHES</b> Clothes vocab Adjectives of colour Adjectives to describe clothes The present tense Reading longer passages Comparing pounds with Euros Opinions about clothes	<b>MY LOCAL AREA</b> The names of places Simple directions Asking for directions A guide booklet Reading longer passages Using language creatively	<b>THE SPANISH SPEAKING WORLD</b> Travel to a Spanish-speaking location Accessing information Understanding letters Finding locations Cultural awareness Transition to KS3

### Phonic progression

Most of the units have a suggested phonic focus, detailing the individual sounds (phonemes) and phonological skills practised in that unit. There is progression over the 24 units. In the early units the emphasis is on introducing individual phonemes, getting children to practise hearing these sounds, and comparing each with the letter or combination of letters that represents it. Most of the common phonemes are introduced in Units 1–12.

There are also suggested activities where children discriminate between similar sounds and practise segmenting words into individual phonemes, i.e. trying to hear each individual sound within a word.

Prior learning/key knowledge is detailed on the plans to ensure that knowledge is revisited and built upon.

Progression in understanding, learning and applying simple aspects of grammar might be developed by:

<i>introducing a grammatical point in a relevant and meaningful context</i>	<ul style="list-style-type: none"> <li>■ Introduce possessive pronouns with personal classroom objects, pets or family members. Present objects using the pronouns, and elicit their meanings and reasons for variation.</li> </ul>
<i>encouraging comparison with English or another language, and encouraging discussion about how words and sentences are constructed</i>	<ul style="list-style-type: none"> <li>■ Ask children to identify words that are similar in English. Describe the similarities, eg number of vowels and consonants.</li> </ul>
<i>drawing conclusions, and understanding, learning and applying simple grammatical rules</i>	<ul style="list-style-type: none"> <li>■ Group words according to gender. Demonstrate the position of negative markers in a sentence. Highlight simple verb endings/ changes using colours to show how they change from the first to second or third person.</li> </ul>
<i>providing opportunities for manipulating language and for applying rules</i>	<ul style="list-style-type: none"> <li>■ Elicit responses in different persons of the verb or the negative, and use different question forms.</li> </ul>
<i>praising children's spontaneous use of grammatical rules</i>	<ul style="list-style-type: none"> <li>■ Recognise the importance of children's attempts at production, creativity and imagination, in both content and use of language.</li> </ul>

## IMPLEMENTATION - how will we deliver the curriculum?

### Linking curriculum and pedagogy

MFL is taught weekly for 30 minutes in KS2. It is not a requirement for KS1 or EYFS, however children are introduced to languages when exploring other areas of the curriculum.

- Lesson structure follows the CUSP model – Connect, Explain, Example, Attempt, Apply and Challenge.
- We use the QCA units, LCP scheme and Light Bulb Languages to plan our lessons.  
<https://www.lightbulblanguages.co.uk/resources-pr-sp.htm>
- Each lesson includes a phonics section.
- The HPPS curriculum overview (see above) provides a clear progression for the development of speaking and listening and vocabulary acquisition.
- We use a variety of the following techniques to encourage children to have an active engagement with Spanish:
  - Games – in order to develop vocabulary through repetition, reading, writing, speaking and listening skills.
  - Role-play – these should relate to the situations the children may find themselves in the future.
  - Action songs and rhymes – to develop phonetic skills, memory skills and to further vocabulary.
  - Reading and writing quality materials.

We build children's confidence through praise for any contribution they make in the foreign language, however tentative.

## Lesson design



Connect



Explain



Example



Attempt



Apply



Challenge

Each lesson follows the model above.

- CONNECT to prior knowledge
- EXPLAIN new content
- give an EXAMPLE of new learning
- Pupils ATTEMPT new learning with scaffolding
- APPLY new learning independently
- Pupils are CHALLENGED to integrate learning with prior knowledge

### Connect

An introductory quiz as a quick recap from the previous lesson or previous learning. This could be displayed on the board or printed and stuck in books.

### Explain

This should include a **phonics session** (la fonética) of key sounds that will be covered in the lesson.

Use Listen/Repeat (Escucha/Repite) to rehearse correct pronunciation.

LCP scheme has audio files for vocabulary covered in each unit, as does Light Bulb Languages

<https://www.lightbulblanguages.co.uk/resources-sp-sound-files.htm>

### Example

Introduce new vocabulary and revisit key words from previous lessons if required.

Use Escucha/Repite to rehearse.

Model sentence work using new vocabulary.

### Attempt

Children rehearse new learning. This could be a game, a song, creating a dialogue, role play etc.

### Apply

Children apply their learning - this can be done through games, songs, role plays, written texts etc.

### Challenge

An exit quiz to check understanding. This could be displayed on the board or printed and stuck in books.

We aim to **enrich the curriculum** with:

- MFL after school club for KS2 children
- Summer fiesta community event during the summer term

**IMPACT - how do we know our curriculum is effective?**

### Pupil Voice

- Speak and read aloud with confidence and accuracy in pronunciation



- Explain how their learning has progressed over time
- Talk about the phonics and the grammar of their language learning
- Talk about 'why' they are learning a different language
- Explain how their learning builds on previous knowledge

**High quality outcomes:** book study (written outcomes to be seen in upper KS2)

- Demonstrates pride and effort
- Captures increasing understanding of Spanish vocabulary and grammar