



MFL curriculum overview

Purpose of Study

Learning a foreign language is a liberation from insularity and provides an essential 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.

The learning of a foreign language can provide a valuable educational, social and cultural experience for pupils – providing them with:

- Opportunities to communicate for practical purposes in the wider world.
- A foundation for further learning of languages beyond KS2, equipping pupils to study and work in other countries.
- An essential opening to other cultures and a widening of experiences and aspiration.
- A new perspective on the world, encouraging them to understand their own cultures and those of others.

At our school, children in KS2 learn either Spanish or French.

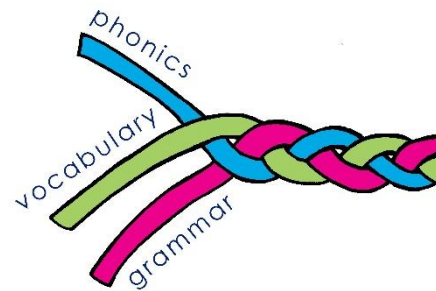
Curriculum intent

We teach our children Spanish to generate a fascination for words and how language works, a wider curiosity about the peoples and cultures of Spanish speaking countries and the foundational knowledge to support confident communication in Spanish

Essential Knowledge

We teach three core strands of essential knowledge:

1. **Phonics** – the key components of the sound-writing
2. **Vocabulary** – a set of the most frequently used words
3. **Grammar** – the essential building blocks required to create (including gender of nouns, singular and plural forms, and the conjugation of key verbs)



relationship

simple sentences independently
adjectives (place and agreement),

Our Spanish curriculum is designed to enable our children to:

- Develop linguistic and communicative competence
- Extend their knowledge of how language works
- Explore similarities and differences between [name of language], any heritage languages our children have, and English

The teaching of a foreign language to every child in KS2 is a statutory requirement, as set out in the National Curriculum Programmes of Study (2014).

In line with the National Curriculum, our children learn to:

- Listen and show understanding by joining in and responding
- Link the sound, spelling and meaning of words
- Read aloud with accurate pronunciation
- Read and show understanding of phrases and simple texts
- Speak in sentences
- Describe people, places, things in *speech* and *writing*
- Ask and answer questions
- Express opinions
- Write phrases from memory
- Adapt phrases to create new sentences
- Use a dictionary

Our children also learn key cultural and country-specific knowledge. For example, by the end of KS2, our children:

- can name and locate on a map countries where Spanish is spoken
- know the key geographical features of Spain including continent, surrounding seas and oceans, main mountains and rivers, capital city
- know the name and some detail about at least one festival or tradition from Spain.

- know at least one typical food from Spain.

Curriculum provision

Our KS2 children have a weekly Spanish lesson of 30 minutes. In addition they re-visit and deepen their learning for 5-10 minutes two or three times a week with structured language tasks that practise retrieval, improve retention and embed learning in long-term memory. Further opportunities to recycle key vocabulary (e.g. numbers) and develop children's confidence are often built into classroom routines including greetings, providing instructions, stating lunch preferences, registration, rewards and praise on a more regular basis, even just for a few minutes in the school day e.g. when children are lining up.

A detailed scheme of work with audio-enabled resources for every lesson is provided in order to minimise unnecessary teacher workload. Teachers may, if they wish, adapt the resources to support active engagement and meet the needs of different cohorts of children.

Equal Opportunities and SEND

All children irrespective of ability or special educational need, should be taught a foreign language. Every child has the statutory right to a broad and balanced curriculum.

Children with SEND are actively encouraged to participate fully in MFL lessons with any necessary support and adaptive teaching.

Teaching modern foreign languages is a vital way to directly address pupil perceptions and potential stereotypes. It allows us to actively promote positive attitudes and values towards cultural and or religious diversity and to directly tackle any form of cultural and negative stereotyping.

Spanish Overview Years 3 and 4

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Half-term 1: Describing me and others	Half-term 1: Saying what I and others do	Half-term 1: Describing things and people
Half-term 2: Saying what I and others have	Half-term 2: Saying how many and describing things	Half-term 2: Expressing likes and saying what I and others do
Phonics: the SSC (sound-symbol correspondences) taught this term are: [a] [o] [u] [e] [i] [ca] [co] [cu] [ce] [ci] [z]	Phonics: the SSC (sound-symbol correspondences) taught this term are:	Phonics: the SSC (sound-symbol correspondences) taught this term are:
Vocabulary: adjectives to describe mood today and character generally, days of the week, nouns for possessions, 'I have a present for' story	Vocabulary: verbs and nouns to describe a range of activities, numbers 1-12,	Vocabulary: adjectives for describing animals, story creation, loves and hates, Hungry Caterpillar (rojo), Todo un año (amarillo) revisit days, months
Grammar: estar (singular) for location & temporary state, ser (singular) for permanent traits & origin, adjective endings (-o, -a, -e, -z), tener, singular indefinite articles (un, una), intonation questions, WH-questions with dónde, cómo, qué	Grammar: -AR and -ER present tense (singular), singular definite articles (el, la), hay, regular plural marking on nouns (-s), interrogative cuántos, cuántas, revisit indefinite articles, plural indefinite articles	Grammar: revisit hay, regular plural marking on nouns (-es), revisit definite articles & adjective agreement, plural definite articles, using amar odiar + definite article, revisit intonation question

Spanish Overview Years 5 and 6

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<p>Half-term 1: Describing me and others</p> <p>Half-term 2: Saying what I and others have</p> <p>Phonics: the SSC (sound-symbol correspondences) revisited this term are: [a] [o] [e] [u] [i] [ca] [co] [co] [ce] [ci] [ch] [z]. Strong (a,e,o) and weak (u,i) vowel combinations are introduced.</p> <p>Vocabulary: adjectives to describe mood today and character generally, days of the week, months of the year, numbers 13-31, dates, interrogatives quién, qué, cuándo, cuál, cuántos/cuántas, nouns and adjectives for places, festivals, physical description</p> <p>Grammar: estar (plural) for location & temporary state, ser (plural) for permanent traits & origin, plural adjective endings (for adjectives ending in -o, -a, -e, -z, -l, -s), hay, tener, singular indefinite articles (un, una), post-nominal adjectives, intonation questions, WH-questions with quién, qué, cuándo, cuál, cuántos/cuántas, negation with no</p>	<p>Half-term 1: Saying what I and others do</p> <p>Half-term 2: Saying where you are going and what there is there</p> <p>Phonics: the SSC (sound-symbol correspondences) revisited this term are: [l] [ll] [ga] [go] [gu] [que] [qui] [n] [ñ] [v] [b] [r] [rr] [h]. In addition, syllable stress patterns are introduced.</p> <p>Vocabulary: verbs and nouns to describe a range of activities, countries, traditions, school, free time, physical geography</p> <p>Grammar: -AR and -ER present tense (plural), singular definite articles (el, la), intonation questions, hay, negation with no, verb IR (singular), contractions del, al</p>	<p>Half-term 1: Saying what activities I and others do</p> <p>Half-term 2: Saying what I and others like/dislike, want and have to do</p> <p>Phonics: the SSC (sound-symbol correspondences) revisited this term are: [ge] [gi] [j] [gue] [gui]. In addition, the use of accents is practised.</p> <p>Vocabulary: words for describing activities, places in town, weather, sport, instruments, things countries are famous for</p> <p>Grammar: hacer (singular/plural), jugar (singular/plural), two-verb structures - amar odiar, querer deber poder (singular) + infinitive, revisit intonation and WH- questions</p>

Language Progression: Spanish KS2 curriculum

Knowledge Strands	Modes and modalities	Year 3	Year 4	Year 5	Year 6
Phonics	Recognition & Production (Sound (L) to print (W))	I have learnt the SSC and phonics key words and remember them. I can match the Spanish SSC I hear to print and transcribe accurately the SSC I know best. I enjoy listening to and joining in with simple songs and rhymes.	I can link SSC to new words I hear. I listen and transcribe SSC within single words with some success. I use sound-spelling links to follow when I listen and read. I enjoy listening to and joining in with simple songs and rhymes.	I have learnt about vowel combinations and stress patterns. I identify these when listening. I connect sound and spelling by transcribing a range of new words and parts of words. I enjoy listening to and joining in with songs and short poems.	I can listen and write short phrases including unfamiliar words more accurately, when focusing on transcription. I enjoy listening to and joining in with songs and short poems.
	Recognition & Production (Print (R) to sound (S))	I can readily read aloud the SSC and phonics key words. I can carefully sound out some unfamiliar words and parts of words with some success, focusing on a few SSC at any one time.	I can read aloud familiar words observing certain pronunciation rules (silent letters, accent/ stress markers, etc) and some unknown words. My pronunciation is usually comprehensible.	I can read aloud many familiar words with clear and comprehensible pronunciation. More slowly and carefully, I can decode unfamiliar words using SSC knowledge.	I read familiar words and short sentences aloud with clear and comprehensible pronunciation. I can read aloud single unknown words more readily.
Vocabulary	Understanding (Aural (L) / Written (R))	I understand around 100 words when I listen and read them as single items and in short sentences which describe people, places, things and actions.	I understand around 200 words when I listen and read them as single items and in short sentences which describe people, places, things and actions. I look words up in an alphabetical word list.	I understand around 300 words when I listen and read them as single items and in short and compound sentences which describe people, places, things and actions. I am beginning to use the words I know in a sentence to work out likely meanings of single unknown words. I also use a dictionary.	I understand around 400 words when I listen and read them as single items and in short and compound sentences which describe people, places, things and actions. I can use the words I know in a sentence to work out likely meanings of single unknown words. I also use a dictionary.

	Production (Oral (S) / Written (W))	I can use around 100 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.	I can use around 200 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures	I can use around 300 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.	I can use around 400 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.
Grammar¹	Understanding (Aural (L) / Written (R))	I distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular verbs ESTAR, SER, TENER, HAY, regular -AR and -ER , singular adjective agreement and position (-o, -a, -e, -z), regular plural noun marking (-s, -es), intonation questions, WH-questions with dónde, cómo, qué, cuántos, cuántas		I distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular and plural forms of ESTAR, SER, TENER, HAY, HACER, JUGAR, regular-AR and -ER verbs, singular IR, 2-verb structures with singular QUERER, DEBER, PODER + infinitive, singular and plural adjectives (-o, -a, -e, -z, -l, -s), intonation questions, WH-questions with quién, qué, cuándo, cuál, cuántos / cuántas	
	Production (Oral (S) / Written (W))	To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular verbs ESTAR, SER, TENER, HAY, regular -AR and -ER , singular adjective agreement and position (-o, -a, -e, -z), regular plural noun marking (-s, -es), intonation questions, WH-questions with dónde, cómo, qué, cuántos, cuántas		To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular and plural forms of ESTAR, SER, TENER, HAY, HACER, JUGAR, regular-AR and -ER verbs, singular IR, 2-verb structures with singular QUERER, DEBER, PODER + infinitive, singular and plural adjectives (-o, -a, -e, -z, -l, -s), intonation questions, WH-questions with quién, qué, cuándo, cuál, cuántos / cuántas	

¹ The grammar features in lower KS2 (Y3/Y4) are all introduced in Y3 and revisited in new contexts in Y4 to deepen knowledge. The same applies to upper KS2 (Y5/6).

Key: L (Listening), S (Speaking), R (Reading), W (Writing)

