



# Ilsington CE Primary School

## Modern Foreign Languages Curriculum Plan



Our Curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school. The key skills are derived from the National Curriculum and split into individual year groups to support a progressive approach and mixed age classes.

We highly value languages as part of the children's entitlement to a broad and balanced curriculum. We aim to encourage children to develop an appreciation of languages and foster their curiosity of the wider world. Languages underpin the connections, cultural capital and communication skills needed to be global citizens and open doors to further opportunities.

Our Spanish scheme of work aims to instil a love of language learning and an awareness of other cultures. We want children to develop the confidence to communicate in Spanish for practical purposes, using both written and spoken Spanish. Through our scheme of work, we aim to give children a foundation for language learning that encourages and enables them to apply their skills to other languages and facilitates further language study as they move into their next phase of education. Our scheme is carefully planned and sequenced to enable children to build firm foundations in the strands of phonics, vocabulary and grammar. Children connect these building blocks of knowledge to create meaning in a variety of contexts, allowing them to develop their skills in language comprehension: listening and reading and language production: speaking and writing.

### Curriculum Design and Delivery

Our scheme includes three knowledge strands: phonics, vocabulary and grammar and in each unit, children will then draw upon this knowledge when comprehending and producing language to help them achieve the aims of the national curriculum.

Children are given opportunities to communicate for practical purposes around familiar subjects and routines and lessons are adapted so they can be accessed and enjoyed by all. Our scheme provides balanced opportunities for communication in both spoken and written Spanish. Children first develop confidence and accuracy with oral skills then increasingly apply their knowledge to extended reading and writing as they progress through Key stage 2.

It is a spiral curriculum, with key skills, grammar and vocabulary revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including role-play, language games and language detective work which includes skills such as recognising learned vocabulary, spotting cognates, using context to predict word meanings and analysing word order. Our scheme of work focuses on developing these language detective skills and an understanding of Spanish grammar, rather than committing to memory vast amounts of Spanish vocabulary.

## The Three Pillars of Progression

**Phonics:** A comprehensive Spanish phonics programme is embedded into the scheme ensuring the explicit teaching of critical phonemes focuses on both pronunciation and the sound-spelling link. We use 'mouth mechanics' pupil videos presented by native speakers which supports this learning by including an in-depth look at the shape of the mouth when creating each phoneme.

**Vocabulary:** Our scheme systematically introduces the most commonly used words, especially simple and common verbs. It then provides opportunities for children to revisit previously-learned vocabulary in different contexts. This approach allows the children to commit these key words to their long-term memory. The lessons are designed to ensure that each time new vocabulary is introduced, the pupils have an opportunity to use it in language comprehension and production activities.

**Grammar:** Developing grammatical understanding through a carefully planned progression of key structures is the bedrock of the scheme. Grammar is explicitly taught and systematically revisited to ensure that basic structures are committed to memory before more complex ones are introduced. Lessons are organised to allow opportunities to practise grammar structures across modalities (speaking, writing, reading and listening) and carefully scaffolded activities enable children to manipulate the words and grammar themselves and begin to use new language creatively.

## Suggested long-term planning through Kapow:

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4	Y3/4 (A): Unit 1: Spanish greetings with puppets	Y3/4 (A): Unit 2: Spanish numbers and ages	Y3/4 (A): Unit 3: Pets and colours in Spanish	Y3/4 (A): Unit 4: Classroom objects in Spanish	Y3/4 (A): Unit 5: Dates and birthdays	Y3/4 (A): Unit 6: Journey around Latin America
Year 5/6	Y5/6 (A): Unit 1: Describing family and friends in Spanish	Y5/6 (A): Unit 2: Spanish portraits	Y5/6 (A): Unit 3: Shopping in Spain	Y5/6 (A): Unit 4: Household tasks in Spanish	Y5/6 (A): Unit 5: A trip across Spain	Y5/6 (A): Unit 6: Saving South America

Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4	Y3/4 (B): Unit 1: Welcome to Spain	Y3/4 (B): Unit 2: Shapes and colours in Spanish	Mixed-age: Y3/4 (B): Unit 3: At the Spanish Market	Mixed-age: Y3/4 (B): Unit 4: Weather in Spain	Mixed-age Y3/4 (B): Unit 5: Spanish celebrations	Mixed-age: Y3/4 (B): Unit 6: The amazon rainforest
Year 5/6	Y5/6 (B): Unit 1: Favourite foods in Spanish	Y5/6 (B): Unit 2: Sports in Spanish	Mixed-age: Y5/6 (B): Unit 3: Clothes in Spanish	Mixed-age Y5/6 (B): Unit 4: School life in Spanish	Mixed-age: Y5:6 (B): Unit 5: Free time in Spain	Mixed-age: Y5/6 (B): Unit 6: Maya city treasure hunt

## The National Curriculum

In Key Stage Two pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
- present ideas and information orally to a range of audiences\*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally\* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

## Progression of Key Skills

Progression of Key Skills				
Key Stage 2				
Speaking/ Oral	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Speak in sentences, using familiar vocabulary, phrases, and basic language structures. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Describe people, places, things and actions orally and in writing.			
	Year 3	Year 4	Year 5	Year 6
	Can I engage in whole class discussions to answer questions? Can I recall and repeat phrases? Can I use new and learnt vocabulary to say phrases? Can I develop accurate pronunciation of words and phrases? Can I present ideas and information orally? Can I orally describe people and things? Can I begin to use a dictionary to understand new words?	Can I engage in whole class and partner discussions to answer questions? Can I recall and repeat phrases with growing confidence? Can I use familiar vocabulary to build basic sentences? Can I confidently use accurate pronunciation of words and phrases? Can I present ideas and information orally? Can I orally describe people and things? Can I begin to use a dictionary to understand new words?	Can I engage in conversation and express opinions as a response to others? Can I speak in full sentences using familiar vocabulary? Can I develop accurate pronunciation of words for familiar words and phrases? Can I begin to include intonation so that others understand what I am reading aloud? Can I present ideas and information orally to a small audience? Can I use a dictionary to understand new words? Can I introduce new words into my written works? Can I orally describe people, places and things?	Can I confidently engage in conversation and express opinions as a response to others? Can I confidently speak in full sentences using familiar vocabulary? Can I confidently develop accurate pronunciation of words for familiar words and phrases? Can I include intonation so that others understand what I am reading aloud? Can I present ideas and information orally to a range of audiences? Can I confidently use a dictionary to understand new words? Can I introduce new words into my written works? Can I orally describe people, places and things?

Writing	<b>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places, things and actions orally and in writing.</b>			
	Year 3	Year 4	Year 5	Year 6
	Can I explore patterns and sounds of language through songs and rhymes? Can I begin to link patterns and sounds of language to spellings? Can I describe people, places, things orally and begin to complete these in writing?	Can I explore patterns and sounds of language through songs and rhymes? Can I link patterns and sounds of languages to spellings? Can I describe people, places, things orally and begin to complete these in writing?	Can I learn and memorise phrases? Can I begin to write phrases from memory? Can I express ideas clearly using memorised phrases? Can I write descriptions about people, places and things?	Can I learn and memorise phrases? Can I confidently write phrases from memory? Can I adapt phrases from memory to create new sentences? Can I confidently express ideas clearly using memorised phrases?
Listening	<b>Listen attentively to spoken language and show understanding by joining in and responding. Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</b>			
	Year 3	Year 4	Year 5	Year 6
	Can I listen and respond to spoken language? Can I explore patterns and sound through songs and rhyme?	Can I listen and respond to spoken language? Can I explore patterns and sound through songs and rhyme?	Can I listen attentively to spoken language and respond by joining in? Can I confidently explore patterns and sound through songs and rhyme? Can I identify meaning of words through songs and rhymes by recognising patterns and sound?	Can I listen attentively to spoken language and respond by joining in? Can I confidently explore patterns and sound through songs and rhyme? Can I identify meaning of words through songs and rhymes by recognising patterns and sound?
Reading	<b>Read carefully and show an understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language.</b>			
	Year 3	Year 4	Year 5	Year 6
	Can I read words and phrases carefully? Can I appreciate stories, songs, poems and rhymes in languages?	Can I read words and phrases accurately? Can I appreciate stories, songs, poems and rhymes in languages?	Can I read words, phrases and simple writing accurately? Can I appreciate stories, songs, poems and rhymes in languages?	Can I read words, phrases and simple writing accurately? Can I appreciate stories, songs, poems and rhymes in languages?

### *In order to assess impact - a guide*

The impact of our Spanish scheme is monitored continuously through both formative and summative assessment.

Children frequently evaluate their own and their peers' performance, respond to feedback and recognise their own progress. There is also a quiz and knowledge catcher which is used at the end of each topic.

We measure the impact of MFL through the following methods:

- Observing children's speaking and listening and using IT to gather images and videos of the children's speaking and listening
- Termly assessments using specific success criteria for each unit.
- Interviewing the children about their learning (Pupil Voice).