

'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 National Curriculum 2014 - KS2 PoS for Languages – Purpose of study

Language is an essential means of everyday communication and interaction. Learning another language raises awareness of the multi-lingual and multi-cultural world in which we live. It introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others.

Intent

At Thorplands Primary School, we intend for our pupils to develop communication and literacy skills that will provide the foundation for their future language learning. We intend children to develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between a foreign language and English. We see the languages curriculum as a valuable educational, social and cultural experience for all. Spanish is the chosen modern language at Thorplands Primary School.

The intention of our MFL curriculum is:

- To deliver the learning of the Spanish language and its culture in enjoyable and interesting ways.
- To embed the essential skills of listening, reading, speaking and writing.
- To extend pupils' cultural knowledge so that they develop an awareness of the similarities and differences between cultures.
- To foster an interest in and a thirst for learning other languages.
- To lay the foundations for future language learning.
- To broaden their frame of reference and knowledge within the wider curriculum.
- To be ambitious.

Implementation

Our curriculum is structured to progressively develop knowledge and skills in Spanish across the years and is designed to build on previous knowledge from units already studied. Spanish is taught in KS2 during whole-class lessons that are delivered weekly throughout the academic year. We have adopted the [ilanguages](http://ilanguages.co.uk) curriculum as it integrates the teaching strategies that children are familiar with in their English lessons by utilising Talk for Writing activities which encourage participation and motivation. See [KS2 scheme of work in French and Spanish \(ilanguages.co.uk\)](http://ilanguages.co.uk) A guiding principle is the use of retrieval practice to promote effective retention of knowledge in the long-term memory. Phonics, vocabulary and grammar are taught, enabling children to build on previous work and progress in the language.

Our MFL curriculum is concerned with the study of three progressive learning objectives:

- Oracy
- Literacy
- Intercultural understanding

and two 'cross-cutting' strands:

- Knowledge about language
- Language learning strategies.

Pupils follow the scheme working towards the learning objectives outlined in the KS2 Framework for Languages as set out within the National Curriculum. The scheme proposes the use of various resources to enrich the learning experience, including music and song, fiction and non-fiction books, games, flashcards and internet sites and

information. Lessons are mainly practical in focus at early KS2 and build progressively on previous knowledge, learned over the four years of study, to a somewhat more formal approach by the end of KS2 in preparation for KS3.

Long Term Map

Y3-Y6 iLanguages Spanish Scheme of Work Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3 Y3/4/5 /6 2019 2020	Greetings and Spanish culture Classroom instructions Animals vocabulary Numbers and plurals Soft 'ci', 'R' phoneme	Connectives and simple sentences Gender Memorisation and storytelling Saying my name Christmas Soy (I have) I phoneme	Spanish names Colours Opinions Word order of adjectival order A traditional story: the Enormous turnip Christmas song Soy (I have) A, E, J, R phonemes	Numbers 1-10 Spanish maths: addition and subtraction Tengo (I have) Age Easter bunny/eggs	Definite (<i>ella, los, las</i>) and indefinite (<i>un, una, unos, unas</i>) articles Quisiera (I would like) Extending sentences with <i>pero</i> Hard C phoneme	Es Extending sentences with <i>tambien</i> Numbers 1-15 Days of the week R, U, I, hard g phonemes Assessments Barcelona project
Y4 Y4/5/6 2021	Revision of animals and classroom instructions A Spanish poem How to use a Spanish bilingual dictionary Parts of the body Negative 'no' soft c, z phonemes	Colours Adjectival agreements Food Opinions about food Goldilocks story Christmas: the snowman son (they are) a phoneme	Quisiera with food Revise numbers 1-15 Months Numbers 16-31 Spanish maths: division and multiplication Word order Me gustan with plural nouns Quiero Christmas traditions Hard c, ll, qu, ch, phonemes	Dates and birthdays Revise numbers 1-31 Third person Personal descriptions (hair and eye colour) J, soft c phonemes Easter: Las Fallas festival	Family vocabulary Possessive adjectives (<i>mi, mis</i>) Further dictionary skills Clothing vocabulary Revise adjectival agreements i phoneme	Memorise a short text (Talk4writing) Revise food, opinions, months, numbers and personal descriptions Assessments Spanish festival project ll phoneme
Y5 Y5/6 2022	Revise opinions Sports vocabulary Sports clothing Verb <i>tener</i> Negative Masculine and feminine nouns Dictionary skills Preposition <i>para</i> (for) i phoneme	Weather vocabulary Hobbies vocabulary Pets Traditional tale: The fox and the crow Christmas in Spain j, qu phonemes	Verb <i>ser</i> Dictionary skills Revise dates, months Legends Numbers 32-60 School subjects The three wise men u phoneme	Primary school in Spain Subject preferences Telling the time Reasons Verb <i>ir</i> Transport vocabulary Easter: <i>Los tres magos</i> (three kings) Silent h phoneme Easter cards	Items in a classroom Possessive adjectives (revision and new) Prepositions hard c phoneme	Revise <i>ir</i> , key phonemes The simple future tense Alphabet Revision Assessments Project: Day of the dead
Y6 Y6 2023	Revise <i>tener</i> and <i>ser</i> Questions Telling the time Daily routine	Daily routine in other countries Houses Rooms in a house Christmas: toys from around the world	<i>Tener phrases</i> <i>Puedo</i> + infinitive Bedroom descriptions Places in a town	Revise places in town Revise <i>ir</i> Directions Revise food Buying food April fool's day Christmas presents/toys around the world	Numbers 61-100 Ordering food in a café Famous Spanish food and menus The preterite (past) tense	The preterite (past) tense Revision Assessments The Spanish alphabet

Impact

The impact will be evidence of confident pupils who are able to use what they have learnt in Spanish, demonstrating confidence in speaking, listening, reading and writing. Pupils should be able to show their understanding of aspects of the culture of Spanish-speaking countries. They can think critically about the subject and recall their learning over time.

Pupil voice demonstrates that children are enthusiastic about languages and understand their value. Children's work demonstrates that Spanish is taught at an age-appropriate standard across each year group. Work is of high quality and demonstrates how pupils are acquiring knowledge, skills and vocabulary. Both formative and summative approaches are used to monitor attainment and progress throughout the academic year, informing future planning.

The impact of MFL teaching on the pupils' learning will be continually monitored by the MFL subject lead. This will ensure the progress of knowledge and skills being taught and that this is retained by pupils. This will be continually revisited to check that the pupils are able to apply the skills taught to a variety of settings, showing independence with their learning.