

Modern Foreign Languages Curriculum

Modern Foreign Languages vision statement

At Sunnybrow Primary School, we aim to provide children with a wealth of opportunities to practise Spanish speaking, listening, reading and writing. We want children to develop strong, lifelong linguistic skills and become passionate, curious and confident about their own foreign language learning abilities.

Children at Sunnybrow rarely have a chance to meet people of a variety of cultures, with some children never travelling abroad, therefore we want to expand children's horizons through modern foreign language learning. As a result, children will explore other cultures and become accepting and appreciative of diversity. Children will be able to communicate for practical purposes with people from different Hispanic cultures.

We have chosen to teach Spanish at our school as children that do travel abroad usually visit Spain or Spanish speaking countries. Teaching Spanish is likely to be more useful to our pupils and will help them to see purpose in their learning. Through weekly lessons, we hope to emphasize the purpose of language learning in order to prepare children for their futures in our rapidly changing, multilingual and multicultural world.

Intent

By the end of their time in each class, the key information and skills that we want children to have and apply is as follows.

Class 3:

Children will begin to speak clearly & confidently and listen with care. When listening to questions and instructions, children will be able to respond using key words (with support). Children will be able to sing songs from memory with good pronunciation about topics such as numbers, days of the week and colours, as well as some Spanish children's songs. Children begin to understand key vocabulary, e.g. body parts, family names, animals and select key words from songs and stories they have heard. Some children will be able to express opinions verbally.

Children will be able to recognise and read key vocabulary, Spanish words displayed around the classroom and words in stories and non-fiction texts. Children will be able to recognise and read known sounds within words. When reading Spanish, children will be able to identify phonemes that are the same as or different from English. Pupils will begin to research additional vocabulary using a dictionary.

Pupils will be able to copy key words accurately and label items using words or short phrases. Children will experiment with writing simple words and write familiar key words (such as numbers) from memory. Children should be able to write short, simple sentences in a letter or email format using a model.

Pupils will be able to identify Spanish speaking countries and start to understand cultural similarities and differences between these countries and our own. Children will begin to understand the differences in formality when people greet each other. They will investigate different aspects of Spain and Spanish lifestyle (e.g. weather patterns, food, leisure activities).

Class 4:

Children will begin to use spoken language confidently to sustain conversations and listen attentively to understand more complex sentences and phrases. As well as asking and answering

questions, children will be able to understand and give simple directions to others. Pupils will be able to present verbally, alone or with a partner, using accurate pronunciation understood by others. Children will demonstrate creativity and imagination through using known language in new contexts.

Pupils will read aloud to a small group or partner with increasing confidence. Pupils will use knowledge of word order and sentence construction in order to support their understanding of written text. Children will be able to use reading comprehension skills to retrieve information from a text, understand the main points from a passage and make predictions based on existing knowledge.

Children should be able to write sentences on a range of topics and write different text types such as poems, presentations and instructions, by applying their linguistic knowledge. This may be with or without using a model. Children will be able to use some description in sentences, using agreements of adjectives and using negatives. They will be able to use Spanish dictionaries to support their writing.

Pupils will look more closely at Spanish culture and be able to present information on this, as well as compare and contrast their culture to ours. Children will learn about everyday lives, places of interest, famous people and famous events from at least one Spanish speaking country.

Implementation

Although there are no language specialists in school, we have enough resources and support to ensure intentions of the language curriculum across school are implemented. Regular subject leadership courses are attended in which information is relayed to other members of staff within school. Additional support is provided for other staff members upon request to ensure staff feel confident about the teaching of Spanish.

Weekly hour-long lessons are taught in KS2, with children being informally introduced to rhymes and songs towards the end of KS1. We progressively develop pupil's language skills through regularly taught lessons.

In our MFL curriculum, children explore topics such as families, pets, food and hobbies as these are topics that are relevant to their lives. These topics, along with Spanish basics such as greetings, numbers, days of the week and months of the year, prepare children for their secondary school experience as well as Spanish speaking beyond school. 'Basic' topics are taught in LKS2, in which vocabulary may be more limited. In UKS2, topics become more complex in which there are a number of opportunities to develop vocabulary. Some topics taught in LKS2 are repeated in UKS2; this ensures children recap prior learning and retain vocabulary they have learnt, as well as providing opportunities to explore topics in greater depth.

Beginning in September, LKS2 children will engage in Spanish phonic sessions, using a multisensory approach. This is so children will not only learn to pronounce correctly the Spanish vocabulary introduced, but will gain skills to tackle new vocabulary with confidence. Children will then use these skills in UKS2 and will be able to tackle a wider range of vocabulary. This will be particularly useful for reading Spanish books that are freely available for children to read in LKS2 and UKS2. These books will also be used to support learning in lessons.

In lessons, high quality teaching can be observed, with teachers using a wide range of techniques and resources. Where possible, children engage in practical, hands-on activities, as well as plenty of activities that encourage the use of speaking and listening skills. Songs, rhymes and stories are

used in all topics across KS2 which encourage children's love of learning Spanish. Children are given the opportunity to understand and apply the vocabulary learnt from these songs, rhymes and stories. As pupil's confidence and skills grow, children begin to record their work through labels and phrases, progressing to sentences and paragraphs as they move through UKS2.

We understand the importance of embedding Spanish into the everyday classroom, therefore various items around the classroom are labelled in Spanish and English. Displays including key vocabulary are in both KS2 classrooms to remind and reinforce key vocabulary. Teachers also use opportunities to speak Spanish where possible throughout the day, for example answering the register in Spanish, discussing breakfast in Spanish and changing the daily Spanish date. We will also begin to celebrate European Day of Languages in September annually to ensure children see the importance of languages in the different areas of our lives.

Impact

MFL is monitored through lesson observations, book scrutinies and termly teacher assessments. Pupil voice is heard through interviews and questionnaires conducted throughout the year to evaluate the effectiveness of the curriculum and understand which techniques are found to be the most effective and enjoyable for children.

There is evidence of a range of activities in our books. In LKS2, children engage in more practical activities, phonic learning and speaking/listening activities which means there is less written evidence. Work in books may be matching activities, games and small written words/phrases as well as pictorial evidence where appropriate. As children progress into UKS2, more written evidence is available as children develop their Spanish writing skills. As some lessons may be entirely speaking/listening orientated, there may not always be weekly evidence of learning in books. Oral and written feedback is regularly provided to children.

Formative assessment is implemented throughout topics with mini-plenaries and speaking skills/understanding of what they hear being checked. This is particularly relevant in lessons specifically focused on developing children's speaking and listening skills, in which no written work may be produced in books. Teacher assessment is recorded in a working document, observing listening, speaking, reading, writing and intercultural understanding. Children are assessed as working towards, achieved or mastery for objectives within those categories. Pupils who regularly achieve mastery comments may be added to the gifted and talented register.

Throughout their time in KS2, children will develop their intercultural understanding through MFL lessons. Our curriculum enables children to understand and respect different people and cultures, understanding that many languages are spoken across the world and that cultures studied have many similarities and differences to ours.

Through monitoring MFL and hearing pupil voice, it is evident that children enjoy Spanish lessons and appreciate learning about cultures other than their own. They are eager to share what they have learnt and are proud to be able to speak a language other than English. Staff work hard to promote a love of Spanish writing and reading, as well as speaking and listening.

