

Broadhempston Primary School

Modern Foreign Languages Curriculum Plan

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.

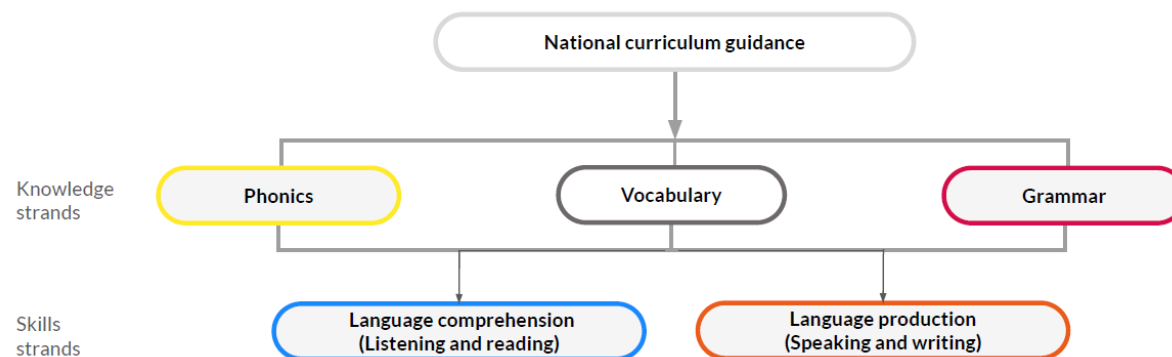
Curriculum design and delivery

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.

Oracy

Through our Spanish curriculum, children have opportunities to develop their oracy skills by:

- Developing the physical skills required for speech by utilising their voice, body language, and facial expressions to better communicate in Spanish.
- Questioning and responding to each other in Spanish to build communication skills and role-playing as Spanish speakers to practice conversational skills.
- Interpreting the speech of native Spanish speakers, learning to gist and summarise meaning.

Assessment

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).

CPD

Our scheme is based on Kapow Primary's Spanish scheme which has been created with the understanding that many teachers do not feel confident delivering the full language curriculum. Strong subject knowledge is vital for staff to be able to deliver a highly effective language curriculum and each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD. Lessons include sections to explain key grammar and language points to the teacher before the lesson, together with key vocabulary and a pronunciation sound guide. Lesson presentations include sound files, supporting teachers who are less confident with their own pronunciation to deliver the lesson and support the children's learning. In addition, there is also a comprehensive series of phoneme videos to build teachers' and pupils' speaking confidence.

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 knowledge and skills

Please see below for progression of knowledge and skills for Years 3, 4, 5 and 6 mapped against the National Curriculum objectives.

Progression of knowledge – Grammar

<p>Terminology</p>	<p>noun cognate masculine feminine adjectives conjunction negative verb</p>	<p>compound words adjectival agreement indefinite article infinitive future tense definite article</p>	<p>subject pronouns first, second, third person singular imperative verbs preposition plural comparative adjectives</p>	<p>adverbs prepositional phrases.</p>
<p>Feminine and masculine forms:</p> <p>Nouns</p> <p>(including articles, pronouns and plural formation)</p>	<p>To know that every Spanish noun is either masculine or feminine.</p> <p>To know that the gender affects the form of the indefinite article un or una.</p> <p>To know that feminine nouns often (but not always) end in a and masculine nouns often (but not always) end in o.</p> <p>To know that the ending of a noun can change when the noun is in the plural form.</p> <p>To know that most nouns in Spanish become plural by adding an 's' at the end, as in English.</p>	<p>To know that when talking about a singular noun in Spanish we use the definite article el for masculine singular nouns, and la for feminine singular nouns.</p> <p>To know that when talking about a plural noun in Spanish we use the definite article los for masculine plural nouns and las for feminine plural nouns.</p> <p>To know how to find the gender of a noun by looking it up in the dictionary where Spanish nouns are followed by a gender indicator.</p>	<p>To know that plural nouns referring to nouns of mixed gender always take the masculine form.</p> <p>To know that I can use más or menos que to make comparisons e.g. Hay menos glaciares que antes - there are fewer glaciers than before.</p> <p>To know whether to use the pronouns el 'he' or ella 'she' (or the gender neutral pronoun elle) when describing someone.</p>	<p>To know that if a word is plural, we cannot use un or una and instead use unos and unas (some).</p>
<p>Feminine and masculine forms:</p> <p>Adjectives</p> <p>(position and agreement)</p>	<p>To know that most adjectives are positioned after the noun in Spanish e.g. un gato negro - a black cat.</p>	<p>To know that the ending of an adjective often changes according to the gender of the noun it describes.</p> <p>To know that a few adjectives can be positioned in front of the noun in Spanish e.g. bueno - un buen día, malo - hace mal tiempo, primero - el primer plato, tercero - la tercera persona, grande - el gran momento.</p>	<p>To know that the ending of an adjective often changes according to the gender and number of the noun it describes.</p>	<p>To know the rules for changing the ending of an adjective according to the gender and number of the noun it describes.</p> <p>To know a range of prepositions to describe the position of objects.</p>

Progression of knowledge – Grammar contd...

<p>Verbs (including conjugation and negation)</p>	<p>To know some common verbs in the present tense.</p> <p>To know that placing no before the verb makes it negative.</p>	<p>To know that the infinitive of a verb in Spanish e.g. comer (to eat) means 'to do something'.</p> <p>To know that me gusta + infinitive of a verb describes what you like to do.</p> <p>To know that the infinitive of all verbs in Spanish end in either -ar, -er or -ir.</p> <p>To know that está is another way of saying 'it is' and is used to describe position.</p>	<p>To know that the ending of verbs change according to the subject.</p> <p>To know how to form the first person, second person and third person of the verb vivir.</p> <p>To know how to form the first person, second person and third person of the verb tener, llamarse and gustar.</p> <p>To know that we use the verb jugar (to play) with some sports and hacer (to make) with other sports.</p> <p>To know how to recognise the first person, second person and third person of common verbs.</p> <p>To know the rules for forming the imperative form of regular verbs.</p> <p>To know that when expressing likes and dislikes about a noun, me gusta is followed by the definite article (el or la) then the noun e.g. Me gusta el pescado.</p> <p>To know that when expressing likes and dislikes about plural nouns, me gustan is followed by the definite articles (los or las) then the noun e.g. Me gustan los tomates.</p> <p>To know that voy a + infinitive is a way of constructing the future tense as in 'I am going to do something'.</p>	<p>To know that the way verbs change to match the pronoun is called conjugation.</p> <p>To know the rules for conjugating a range of regular verbs in the present tense.</p> <p>To know that some verbs do not follow regular patterns, such as tener (to have), ser (to be) and ir (to go).</p> <p>To know that I can express preferences about two nouns by placing más/menos que between the two items being compared e.g. Me gusta la historia más que el arte.</p>
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Progression of knowledge – Grammar contd...

<p>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</p>	<p>To know that, in Spanish, as well as question/ exclamation marks being used at the end of the relevant sentence an inverted question/exclamation mark is used at the beginning e.g. ¿Cuántos años tienes?/ ¡Muy bien!</p> <p>To know that the word order is sometimes different in Spanish compared to English.</p> <p>To know that we can use conjunctions such as y (and) and pero (but) to join clauses.</p> <p>To begin to recognise some prepositions in Spanish.</p> <p>To know that en is usually used as a preposition when the mode of transport is something you get into e.g. en tren whereas a is usually used when you are not getting into a form of transport e.g. a pie which means 'on foot'.</p>	<p>To know that when building 2-digit numbers above 30 (excluding the multiples of 10, we use the y (and) conjunction to say the equivalent of 'thirty and one' e.g. treinta y uno.</p> <p>To know that numbers such as dieciseis in Spanish are basically a compound version of 'diez y seis' (ten and six) like veintiuno is a compound version of veinte y uno.</p> <p>To know that I can use hay to mean 'there is' or 'there are'.</p> <p>To know that compass point phrases can be added to the front or end of a weather phrase and it will have the same meaning.</p> <p>To know that para is a preposition that, when followed by an infinitive, means 'in order to'.</p>	<p>To know that there is no possessive apostrophe in Spanish but that to say 'my mother's father' the Spanish would say el padre de mi madre (the father of my mother).</p> <p>To know that you can make a statement into a question simply by changing your intonation and punctuation e.g. ¿Tiene ojos azules? ¿Es Ana?</p> <p>To know that some American and English words are borrowed by the Spanish such as el tenis and el beisbol.</p> <p>To know that when the preposition a is followed by el, the contraction al is used e.g. juego al tenis.</p>	<p>To know that porque (because) can be used to extend a sentence and give a justification.</p> <p>To know that demasiado, muy and bastante are all adverbs that are placed before an adjective to express its intensity e.g. es demasiado aburrido.</p> <p>To know that there are four forms of the question word cuánto that changes according to whether the noun is singular feminine, masculine feminine, plural feminine and masculine feminine.</p> <p>To know that an adverb is formed in Spanish by taking the adjective in its feminine form and adding suffix -mente.</p> <p>To know that some prepositional phrases can function as time adverbials e.g. durante el recreo - during the break.</p>
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Progression of skills – Language comprehension (Listening & reading)

<p>Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p>Listening and responding to single words and short phrases.</p>	<p>Listening and responding to full sentences.</p>	<p>Listening and selecting information from short audio passages to give an appropriate response.</p>	<p>Listening and following the gist of information from an extended audio passage using language detective skills.</p>
<p>Appreciate stories, songs, poems and rhymes in the language.</p>	<p>Reading aloud some words from simple songs, stories and rhymes.</p>	<p>Following a short text or rhyme, listening and reading at the same time.</p>	<p>Reading and responding to a range of authentic texts.</p>	<p>Reading short authentic texts for enjoyment or information.</p>
<p>Read carefully and show understanding of words, phrases and simple writing.</p>	<p>Recognising some familiar Spanish words in written form.</p> <p>Beginning to understand and notice cognates.</p>	<p>Recognising some familiar Spanish words when written in a short phrase.</p> <p>Identifying and discussing cognates and beginning to explore various language detective strategies.</p>	<p>Identifying key information in simple writing.</p> <p>Using a range of language detective strategies to decode new vocabulary including context and text type.</p>	<p>Identifying and extracting key information in a range of authentic texts.</p> <p>Reading and using language detective skills to assess meaning including sentence structure.</p>
<p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p>	<p>Becoming familiar with format, layout and simple use of a bilingual dictionary.</p> <p>Using visual clues to make predictions about the meaning of unfamiliar vocabulary.</p>	<p>Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.</p> <p>Using contextual clues and cues to gist and make predictions about meanings.</p>	<p>Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.</p> <p>Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.</p>	<p>Using a bilingual dictionary to select alternative vocabulary for independent sentence building.</p> <p>Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.</p>

Progression of skills – Language production (Speaking & writing)

<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p>	<p>Asking and/or answering simple questions.</p> <p>Forming simple statements with information including the negative.</p> <p>Practising speaking with a partner.</p>	<p>Recognising and answering simple questions which involve giving personal information.</p> <p>Beginning to form opinion phrases.</p> <p>Using a variety of conversational phrases.</p>	<p>Forming a question in order to ask for information.</p> <p>Presenting factual information in extended sentences.</p> <p>Beginning to use conversational phrases for purposeful dialogue.</p>	<p>Planning, asking and answering extended questions.</p> <p>Developing extended sentences to justify a fact or opinion.</p> <p>Engaging in conversation and transactional language.</p>
<p>Explore the patterns and sounds of languages through songs and rhymes and link the spelling, sound and meaning of words.</p>	<p>Listen to songs and rhymes in the target language(s), repeating sounds and phrases to develop pronunciation and intonation.</p> <p>Beginning to notice common spelling patterns.</p>		<p>Beginning to predict spelling patterns.</p>	
<p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p>	<p>Using short phrases to give information.</p> <p>Recognising and repeating phrases from familiar rhymes and songs.</p>	<p>Using a model to form a spoken sentence.</p> <p>Beginning to adapt phrases from a rhyme/song.</p>	<p>Rehearsing and recycling extended sentences orally.</p> <p>Speaking in full sentences using known vocabulary.</p>	<p>Planning and giving a short oral presentation.</p> <p>Modifying, expressing and comparing opinions.</p>
<p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>	<p>Listening and repeating key phonemes with care.</p> <p>Recognising that sounds and spelling patterns can be different from English.</p> <p>Recognising how intonation and gesture are used to differentiate between statements and questions.</p> <p>Discussing strategies for remembering and applying pronunciation rules.</p> <p>Building confidence by repeating short phrases with increasing accuracy.</p>		<p>Recognising key phonemes in an unfamiliar context, applying pronunciation rules.</p> <p>Using intonation and gesture to differentiate between statements and questions.</p> <p>Formulating their own strategies to remember and apply pronunciation rules.</p> <p>Speaking and reading aloud with increasing confidence and fluency.</p>	
<p>Present ideas and information orally to a range of audiences.</p>	<p>Introducing self to a partner with simple phrases.</p> <p>Rehearsing and performing a short role-play.</p>		<p>Creating and presenting a monologue, dialogue or role-play.</p> <p>Giving a presentation drawing upon learning from a number of previous topics.</p>	

Progression of skills – Language production (Speaking & writing) contd...

<p>Write phrases from memory, and adapt these to create new sentences to express ideas clearly.</p>	<p>Recalling and writing simple words from memory.</p> <p>Experimenting with simple writing, copying with accuracy.</p>	<p>Selecting and writing short words and phrases.</p> <p>Making short phrases or sentences using word cards.</p>	<p>Adapting model sentences to express different ideas.</p> <p>Writing a short text using a model or scaffold.</p>	<p>Using existing knowledge of vocabulary and phrases to create new sentences.</p> <p>Constructing a short text on a familiar topic.</p>
<p>Describe people, places and things and actions orally and in writing.</p>	<p>Recognising and using adjectives of colour and size.</p>	<p>Using different adjectives with a singular noun, with correct positioning and agreement.</p> <p>Choosing appropriate adjectives from a wider range of adjectives.</p>	<p>Selecting the correct form of an adjective that agrees with the singular or plural noun it is describing.</p> <p>Using adapted phrases to describe an object or person.</p>	<p>Generating the correct form of an adjective that agrees with the singular or plural noun it describes.</p> <p>Recognising and using a wide range of descriptive phrases.</p>