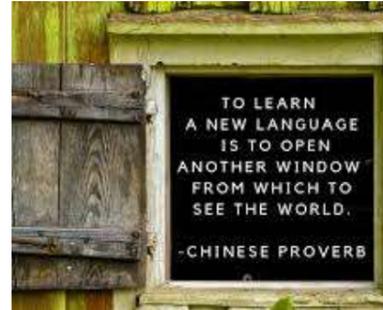




MFL (Spanish): Intent & Implementation



At Arnbrook, we value the importance of children learning a language in today's multicultural society. We believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It motivates them to develop communication skills including key skills of speaking and listening and extends their knowledge of how language works, including the English language. Learning another language provides children with a new perspective on the world, encouraging them to respect, understand and appreciate their own culture and those of others.

Spanish is taught once a week across years 3-6. Our pupils learn Spanish because this is the second most widely spoken language in the world, and is also the first foreign language that the majority of our pupils will learn at secondary school. Our programme of study is split into units for each year group. Within each unit, pupils consolidate prior learning and build on this, acquiring new knowledge & skills including vocabulary, grammar and structures, phonic focus and there are regular assessment activities. Units are sequenced in order to develop pupils' language skills and linguistic knowledge and ensure they are ready for the next stage of their education. Pupils learn Spanish (including grammar and vocabulary, using terminology also used in English lessons) through listening, speaking, reading and writing Spanish, building on prior knowledge in each year group. Where required, tasks are differentiated to suit different abilities from those who need extra support to challenging most able pupils. Throughout, the language learning is based within the context of the culture of the Hispanic world, and the development of intercultural understanding is key.

In EYFS & Key Stage One, modern foreign languages are taught informally throughout the school day and the culture and language of Spain and other countries across the world are explored across the curriculum throughout the year.

School Context	Response
The school deprivation indicator is in quintile 4 (more deprived) of all schools, although the pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation. A high proportion of our pupils have limited experience of other countries and cultures. A high proportion of the school population are White British. White Non-British and we are less diverse than other schools in the area & nationally.	Pupils have the opportunity to learn Spanish, develop their understanding of Spanish and Latin-American culture and add to their cultural capital.
Our pupils experience some difficulties with communication skills including speaking and listening. Typical entry for pupils into Reception is 30-50 developing – below the typical of 40-60 months developing. This low baseline is seen across most areas (Speaking – reading – writing – Number – shape, Space & Measure, but poor communication & language runs as a common area of weakness.	Learning another language helps pupils develop their communication skills and supports their understanding of how the English language works.

Key concepts and big ideas within our MFL curriculum are as follows:

- Speaking - Listening - Communication - Written language - Patterns & sounds - Grammar - Culture



MFL (Spanish): Skills Ladder

Key Concepts: - Speaking - Listening - Communication - Written language - Patterns & sounds - Grammar - Culture				
Children are exposed to different languages within EYFS & KS1, encouraging an appreciation for other cultures. Across school (including EYFS & KS1) pupils will experience and use greetings and some common phrases such as colours and the weather. Children take part in Spanish celebrations at various points during the year and experience Spanish and Latin American culture. For example samba. Pupils will have a willingness to have a go and take risks through exploration. Through the developmentally-appropriate exploration and exposure, pupils will show an enthusiasm, enjoyment and understanding of other cultures. In EYFS children will hold a conversation when engaged in back-and-forth exchanges with their teacher and peers. They will also participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary				
NC Objective	Year 3	Year 4	Year 5	Year 6
Listen attentively and show understanding by joining in and responding; appreciate stories, songs, poems and rhymes in the language.	3.1 Can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.	4.1 Can understand and respond to a range of familiar spoken words and short phrases.	5.1 Can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.	6.1 Can understand a short spoken passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly.
	3.2 Can follow and repeat key words from a song, rhyme or poem.	4.2 Can join in the re-telling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.	5.2 Can join in with familiar short songs, rhymes or poems, or parts of them.	6.2 Can produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material.
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	3.3 Can recall key phonics words (and gestures), and say them aloud with good pronunciation.	4.3 Can recognise key sounds and words that rhyme.	5.3 Can write high-frequency familiar words from his/her oral vocabulary when she/he hears them spoken slowly and clearly.	6.3 Can write individual words accurately, building them from written syllables.
	3.4 Can read key words (and gestures), and read them aloud with good pronunciation.	4.4 Can match key sounds and words that rhyme.	5.4 Can use understandable spelling for high-frequency familiar words from his/her oral vocabulary when she/he hears them spoken slowly and clearly.	6.4 Can write individual words from his/her oral vocabulary, with understandable spelling, when delivery is slow, clear and repeated.
Engage in conversations; ask and answer questions; express opinions and respond to those of others	3.5 Can ask and answer simple pre-learned questions from memory.	4.5 Can rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation.	5.5 Can ask and answer simple questions on the current topic.	6.5 Can ask simple questions on a few very familiar topics, including expressing opinions and responding to those of others.
	3.6 Are beginning to understand the formation of questions and answers involving familiar vocabulary	4.6 Are beginning to understand how to form questions/answers independently.	5.6 Can adapt models successfully to give own information, including simple questions, substituting individual words.	6.6 Can answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others.
Seek clarification and help	3.7 Can indicate that there is a problem using a pre-learned phrase.	4.7 Can use simple pre-learned words and phrases for routine situations.	5.7 Can use several short phrases and questions in predictable classroom interactions.	6.7 Can use a repertoire of classroom language with teacher and peers.
Speak in sentences, using familiar vocabulary, phrases and basic language structures Present ideas and information orally to a range of audiences	3.8 Can repeat and say familiar words and short simple phrases, using understandable pronunciation.	4.8 Can produce short pre-prepared phrases on a familiar topic, with secure pronunciation.	5.8 Can produce some short phrases within a familiar topic, with good pronunciation.	6.8 Can use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation.
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	3.9 Can read aloud some very familiar words and short phrases with accurate pronunciation.	4.9 Can match sound to print, by reading aloud familiar words and phrases.	5.9 Can read short phrases accurately that contain mostly familiar language.	6.9 Can read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.
Read carefully and show understanding of words, phrases and simple writing	3.10 Can understand some familiar written words and short phrases.	4.10 Can read and understand a range of familiar written phrases.	5.10 Can understand familiar words and simple sentences.	6.10 Can understand a short text made up of short sentences with familiar language on a familiar topic.
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.	3.11 Can use the visual cues and context to follow the gist of a short text.	4.11 Can identify the overall type of text from its layout, contextual cues and a few familiar words.	5.11 Can spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning.	6.11 Can spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning.
Use a dictionary	3.12 Can use a word list to locate specific words.	4.12 Can use a word list to check the spelling of a word.	5.12 Can use alphabetical order confidently.	6.12 Can use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words.

	3.13 Can use classroom prompts (such as display) as an aid to spelling.	4.13 Can use a dictionary or online resource to check the spelling of a word.	5.13 Can recognise and use the main dictionary codes for nouns. Can appreciate that there may be more than one entry for each word.	6.13 Can appreciate that Spanish words do not always have a direct equivalent in English.
Write words and phrases from memory	3.14 Can write some single words from memory, with plausible spelling.	4.14 Can write simple words and several short phrases from memory with understandable spelling.	5.14 Can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.	6.14 Can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling.
Adapt phrases to create new sentences to express ideas clearly, describing people, places, things and actions orally and in writing	3.15 Can, with support, substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun.	4.15 Can substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun.	5.15 Can change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier)	6.15 Can write sentences on a few topics using, e.g. a model, a writing frame, sentence starters.
Understand basic grammar, including gender of nouns, definite and indefinite articles, singular and plural forms of nouns, adjectives (place and agreement), conjugation of key verbs (and making verbs negative), connectives and qualifiers, adverbs of time, prepositions of place; how to apply these to build sentences and to explore how they differ or are similar to English.	3.16 Can use indefinite articles in the singular with masculine and feminine nouns.	4.16 Can use indefinite articles in singular and plural and definite articles in both singular and plural.	5.16 Can use the definite article with verbs of like / dislike.	6.16 Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.
	3.17 Can form regular plural nouns.	4.17 Can recognise qualifiers, adverbs of time and prepositions of place.	5.17 Can understand and use devices to make verb forms negative.	6.17 Can use correct gender articles, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.
	3.18 Can identify adjective and noun position.	4.18 Can use adjectives (agreement and position) with more confidence.	5.18 Are showing some consistency in the application of grammatical rules, understanding how sentence forms differ or are similar to English.	6.18 Can use correct articles for singular and plural, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.
	3.19 Can use some singular masculine and plural adjectives correctly	4.19 Can use 'tiene' (3 rd person tener) and 'está' (3 rd person estar).	5.19 Can use 1 st , 2 nd 3 rd persons of several regular verbs in the present tense (with the support of a frame).	6.19 Can use the verbs 'to be' and 'to have' in several different contexts, still with some errors.
	3.20 Can use the high-frequency verb forms 'I have, it is, they are', and regular -ar verbs in 1 st person singular form, confidently.	4.20 Can use the connectives 'and', 'but', 'also'.	5.20 Can create complex sentences (with the support of a frame)	6.20 Can use subordinating connectives, e.g. 'because'.



Spanish Long-Term Plan

2021-22						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS & Key Stage 1	Children are exposed to different languages within EYFS & KS1, encouraging an appreciation for other cultures. Pupils will have a willingness to have a go and take risks through exploration. Through the developmentally-appropriate exploration and exposure, pupils will show an enthusiasm, enjoyment and understanding of other cultures.					
Year 3	Greetings and Spanish-speaking countries	Dates and numbers	Myself and the things I do	Designing a monster	Me gusta 'I like'	Mi familia 'My family'
Year 4 -6	¿Qué tiempo hace? <i>How is the weather?</i>	¿Qué te gusta hacer? <i>What do you like to do?</i>	Raúl viaja en el tiempo 'Raúl travels in time'	Healthy lifestyles	El Carnaval de los animals 'The carnival of the animals'	Cuando llueve llevo un paraguas 'When it rains I carry an umbrella'

2022-23						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS & Key Stage 1	Children are exposed to different languages within EYFS & KS1, encouraging an appreciation for other cultures. Pupils will have a willingness to have a go and take risks through exploration. Through the developmentally-appropriate exploration and exposure pupils will show an enthusiasm, enjoyment and understanding of other cultures.					
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Year 5/6	The Hungry Caterpillar	I am the music man	Mi Ciudad 'My city'	Las Pescadoras Valencianas 'The Valencian Fishermen'	Las Estaciones 'Seasons'	Los Planetas 'The Planets'

2023-24						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS & Key Stage 1	Children are exposed to different languages within EYFS & KS1, encouraging an appreciation for other cultures. Pupils will have a willingness to have a go and take risks through exploration. Through the developmentally-appropriate exploration and exposure, pupils will show an enthusiasm, enjoyment and understanding of other cultures.					
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Year 4	¿Qué tiempo hace? <i>How is the weather?</i>	¿Qué te gusta hacer? <i>What do you like to do?</i>	Raúl viaja en el tiempo 'Raúl travels in time'	Healthy lifestyles	El Carnaval de los animals 'The carnival of the animals'	Cuando llueve llevo un paraguas 'When it rains I carry an umbrella'
Year 5	The Hungry Caterpillar	I am the music man	Mi Ciudad 'My city'	Las Pescadoras Valencianas 'The Valencian Fishermen'	Las Estaciones 'Seasons'	Los Planetas 'The Planets'
Year 6	Geographical features		En el café 'In the café'		Un periódico 'The newspaper'	