

Modern Foreign Languages

Intent:

All pupils at Abbey Hey have the right to a rich and deep learning experience that includes the learning of the basics of an additional language. The study of Languages prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly carried out in languages other than English. Language learning provides liberation from insularity and provides an opening to other cultures. Pupils use language to communicate information responsibly and creatively; learning how to use languages to enable access to ideas and experiences from a wide range of people, communities and cultures across our school and wider demographic. In addition, understanding a modern foreign language increases a child's understanding of their own language, and the building blocks which form this. The process of learning a foreign language reinforces fluency and understanding of grammar, syntax, sentence structure and verbal precision. Increased capability in the use of languages can also promote initiative and independent learning and encourages diversity within society.

We teach a curriculum that enables our pupils to become effective users of language, and show an understanding and respect of different cultures in our local, national and global communities. Through the teaching of Spanish at Abbey Hey, we aim to:

- Ensure every child has the opportunity, throughout Key Stage 2, to study Spanish as a foreign language; developing their interest in the culture of other nations, communities and beliefs.
- Ensure pupils have access to high-quality teaching and learning opportunities.
- Ensure pupils have exposure to simple commands including day-to-day Spanish language, including days, months, numbers and classroom instructions.
- Ensure pupils develop an increased wider cultural understanding through our enriched and varied curriculum to which languages contribute.
- Provide language informed by the National Curriculum and the skills expressed in this: Listening, Speaking, Reading, Writing and Cultural Understanding.

Implementation:

Teachers are provided with an additional three planning days throughout the year to supplement their planning, preparation and assessment time to plan their curriculum. Within their planning time, teachers have access to a comprehensive scheme of work - La Jolie Ronde – which covers all aspects of the MFL curriculum: speaking, listening, reading, writing and cultural understanding, and progresses these skills and knowledge throughout Key Stage 2. Activities can consist of actions, rhymes, stories, song, drama, grammar focus, video clips, air writing, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills.

Teachers and pupils use Spanish in daily routines, for example, through answering the register and displaying the Spanish date within the classroom.

Alongside this, children have access to an after school French club that utilises a native French speaker to develop language skills further.

Impact:

Our MFL curriculum is fun and enjoyed by learners, well-resourced and planned to demonstrate progression through Key Stage 2. In addition, we measure the impact of our curriculum through:

- Pupil discussions about their learning;
- Monitoring and reflection against subject-specific skills defined in each year of study;
- Children applying their knowledge of language to other areas of the curriculum;
- Children applying their cultural understanding and tolerance across society and cultures.

MFL Long Term Plan:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	- A New Start: Greetings "Hola y ¿Qué tal?" Instrucciones de clase.	Números Españoles 0 -10. Celebrations: A Spanish Christmas.	Los colores!	Food we eat everyday: frutas y vegetales Celebrations: A Spain. Spring time.	Calendario: Días y meses	¡Soy yo! All about me!
Year 4	¡Soy yo!: All about me!	Mi cuerpo: My body. Celebrations: A Spanish Christmas.	Animales: zoológico y animales en casa. Números Españoles 10 - 20	Mi familia y yo: Me and my family. Números Españoles 20 - 30	¿Te gusta? Mis aficiones: What hobbies do you like? Transporte: How to get around!	Mis vacaciones de verano: Packing for my summer holidays!
Year 5	Donde yo vivo: Where I live – the high street.	Direcciones: how do I get to...? Celebrations: A Spanish Christmas and New Year.	¿Qué hora? Times of the day. Revision: hobbies and Números Españoles 0-50	En el mercado Español: The food I like and dislike. Un desayuno Español - A Spanish Breakfast.	¡Que calor!/ ¡Que frío! El Tiempo de hoy: The weather today. The Seasons	Where I live: Vivo en... Direcciones: norte, este, sur y oeste. England and Spain – The differences! What do Spanish children eat at school?
Year 6	Instrucciones de clase. Revision: What I wear.	Mi familia: Talking about my family. Celebrations: A Spanish Christmas and New Year.	Me gusta/no me gusta porque: justifying what I like/dislike.	Mi futura ocupación: Jobs in the future.	Donde yo vivo: Mi casa/su casa. Describing my house. Furniture.	Una vacaciones de Española: Planning a trip to a Spanish-speaking country.

Subject Specific-Skills: Age-related expectations in Modern Foreign Language

Year	Listening	Speaking	Reading	Writing	Cultural Understanding
3	<p>To be able to:</p> <ul style="list-style-type: none"> • Understand a few familiar spoken words and phrases – e.g. <ul style="list-style-type: none"> - Simple teacher instruction. - The days of the week. - A few words in a song - Colours - Numbers 0 - 10 	<p>To be able to:</p> <ul style="list-style-type: none"> • Say and/or repeat a few words or short simple phrases – e.g. <ul style="list-style-type: none"> - Numbers 0 – 10. - Greetings. - What the weather is like. - Naming classroom objects. - Colours. - Food items. - Days of the week. 	<p>To be able to:</p> <ul style="list-style-type: none"> • Recognise and read out a few familiar words or phrases – e.g. <ul style="list-style-type: none"> - From stories and rhymes. - Labels on familiar objects. - The date. • Use visual clues to help with reading. 	<p>To be able to:</p> <ul style="list-style-type: none"> • Write or copy simple words and/or symbols correctly – e.g. <ul style="list-style-type: none"> - Personal information i.e. age. - Numbers. - Colours. - Objects. • Select appropriate words to complete short phrases or sentences. 	<p>To be able to:</p> <ul style="list-style-type: none"> • Understand that there are people and places in the world around me that are different to where I live and play. • Understand that some people speak a different language to my own.
4	<p>To be able to:</p> <ul style="list-style-type: none"> • Understand an increasing amount of familiar spoken phrases – e.g. • Classroom instructions. • Understand basic phrases concerning myself, my family and school. • Respond to a clear model of language. Hobbies/transport/ holidays. 	<p>To be able to:</p> <ul style="list-style-type: none"> • Answer simple questions and give basic information – e.g. <ul style="list-style-type: none"> - How they are feeling. - Vocabulary of body parts. - About the weather. - Brothers and sisters. - Pets/zoo animals. - Their hobbies. • Say and/or repeat a few words or short simple phrases – e.g. <ul style="list-style-type: none"> - Numbers 10 - 30. - Greetings. - All about me and my family. - Likes and Dislikes 	<p>To be able to:</p> <ul style="list-style-type: none"> • Understand some familiar written phrases – e.g. <ul style="list-style-type: none"> - Simple weather phrases. - Greetings. - Classroom commands. - Basic descriptions of objects. 	<p>To be able to:</p> <ul style="list-style-type: none"> • Write one or two short sentences with support – e.g. a model or fill in the words on a simple form. <ul style="list-style-type: none"> - Shopping list. - Holiday greetings by email/postcard. • Begin to spell some common words correctly. 	<p>To be able to:</p> <ul style="list-style-type: none"> • Identify similarities and differences in my culture to that of another. • Learn and talk about celebrations in other cultures and know about daily life in other countries that are different to my own.
5	<p>To be able to:</p> <ul style="list-style-type: none"> • Understand the main points from a spoken passage made up from familiar language – e.g. <ul style="list-style-type: none"> - Classroom instructions. - Understand a short rhyme or song. - Understand a basic telephone message. - Understand a weather forecast. 	<p>To be able to:</p> <ul style="list-style-type: none"> • Ask and answer simple questions – e.g. <ul style="list-style-type: none"> - Taking part in an interview - Survey about pets. - Their favourite food. - Talking about hobbies. - The weather. • Say and/or repeat a few words or short simple phrases – e.g. <ul style="list-style-type: none"> - Numbers 0 – 50. - Where they live. - Times of the day. 	<p>To be able to:</p> <ul style="list-style-type: none"> • Understand the main point(s) from a short written text – e.g. <ul style="list-style-type: none"> - Simple message on a postcard. - A basic email/letter. • Match sound to print by reading aloud familiar words and phrases. • Use a book or glossary to find out the meaning of new/unfamiliar words. 	<p>To be able to:</p> <ul style="list-style-type: none"> • Write a few short sentences with support using previously learnt vocabulary – e.g. <ul style="list-style-type: none"> - Postcard. - Simple note or message. - Identity card. • Spell words that are readily understandable. 	<p>To be able to:</p> <ul style="list-style-type: none"> • Respect and understand cultural diversity. • Understand how objects and pictures can represent a country. • Understand the differences in a school child's daily routine and meals. • Address stereotyping of cultures.
6	<p>To be able to:</p> <ul style="list-style-type: none"> • Understand the main points and some detail from a short spoken passage – e.g. <ul style="list-style-type: none"> - Classroom instructions. - Sentences describing 	<p>To be able to:</p> <ul style="list-style-type: none"> • Take part in a simple conversation, e.g. about their family, likes and dislikes, their ambitions. • Express an opinion with justification. • Pronounce a range of letter 	<p>To be able to:</p> <ul style="list-style-type: none"> • Understand the main points and some detail from a short written text. • Begin to read more independently. • Use bilingual dictionaries to look up unfamiliar words. 	<p>To be able to:</p> <ul style="list-style-type: none"> • Write a short text on a familiar topic, adapting language already learnt. • Spell commonly used words correctly. 	<p>To be able to:</p> <ul style="list-style-type: none"> • Talk about and present information about a particular country's culture. • Begin to understand more complex issues which affect countries in

	<p>what people are wearing.</p> <ul style="list-style-type: none">- An announcement.- Details about family, likes and dislikes, justifications, jobs and their homes.	<p>strings.</p> <ul style="list-style-type: none">• Begin to understand how accents change letter sounds.• Pronunciation is becoming more accurate and intonation is being developed.			<p>the world today, for example poverty, famine, religion and war.</p>
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