

Chancellor Park Primary School

Policy:
MFL



Providing an experience our children can treasure forever...

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Signature	
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Curriculum Statement - Modern Foreign Languages (Spanish)

Intent

At Chancellor Park Primary School, we base our learning on a broad and balanced curriculum and strive to deliver a wide and varied learning experience. We are fully committed to developing each child's unique potential within a secure and caring environment. Through the use of a wide range of resources, both internal and external we endeavour to meet the needs of all our children providing exciting and enlightening learning experiences.

We believe that our children should not only reach their best academically, but also develop a thirst for knowledge, foster a love of learning and leave our school with exceptional independent learning skills as caring, considerate individuals.

At Chancellor Park our core values of Respect, Care, Confidence, Challenge and Enjoyment lie at the heart of all we do.

It is our intention that all our children are happy learners who will work hard to reach the challenges set by our teachers. Excellent teaching and learning give children opportunities to be successful in a creative, safe, calm environment where classrooms and other learning spaces promote independence, creativity and high aspiration. We encourage our children to be resilient and to be leaders of their own learning.

The learning of a language provides a valuable educational, social and cultural experience for children. It enables them to express their ideas and thoughts in Spanish, and provides opportunities to interact and communicate with others both in speech and in writing. Pupils develop communication and literacy skills that lay the foundation for future language learning.

A high quality language education should foster children's curiosity and deepen their understanding of the world. Regular repetition allows opportunity for children to gradually build on their skills throughout KS2. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between different languages.

Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects. Through the teaching of Spanish, we intend to inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people. We aim to help children grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies

In line with the 2014 National Curriculum, we aim to ensure that all children:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Are able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and that they are continually improving the accuracy of their pronunciation and intonation.
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.

Implementation

Here at Chancellor Park we deliver a broad, balanced curriculum to meet the requirements of the National Curriculum. Our curriculum consists of many planned experiences both in and out of school; for example, through class lessons, theme days, assemblies, clubs, sports events, trips and visits, workshops, residential stays, charity and community work. The intended outcome of these activities is not only to meet the requirements of the new National Curriculum but also to develop the skills needed for learning and for life.

Our engaging curriculum has been designed by the whole staff so that the subject specific skills are interwoven within a cross-curricular theme each term.

Here at Chancellor Park our curriculum builds on prior learning from EYFS to the end of KS2, ensuring consistency and progression across the whole school. In order to ensure that such progression and balance is maintained, our detailed programmes of study and skill progression are then turned into termly theme overviews. Teachers in turn then translate these plans into smaller weekly plans which are then annotated and adapted daily to meet the specific needs of the learners, so that teaching is carefully tailored to meet the needs of all the children.

Spanish is taught formally to children in Key Stage 2. In Reception and Key stage 1, Spanish can be incorporated through every day activities, such as: answering the register, and through Knowledge and Understanding of the World/Geography.

Lessons are sequenced so that prior learning is considered and opportunities for revision of language and grammar are built in.

The lessons and resources help children to build on prior knowledge alongside the introduction of new skills. Each series of lessons provides structure and context as well as offering an insight into the culture of Spanish-speaking countries and communities. The introduction and revision of key vocabulary and grammatical structures is built into each lesson.

Lessons support the skills of speaking, listening, reading and writing:

- Children are taught to listen attentively to spoken language and respond, joining in with songs, rhymes and games.
- Children develop an appreciation of a variety of stories, songs, poems and rhymes in Spanish that are delivered through the curriculum content.
- We follow the Twinkl Scheme of Work.

Impact

In measuring the impact of our curriculum we must consider our intention

Intention 1: To develop our learner's learning

We strive to ensure that our children's attainment in both core and foundation subjects is in line with, or exceeding their age related expectations, taking into consideration their individual starting point. The children's attainment and progress is regularly measured and tracked and, where necessary, interventions put in place to ensure children remain on track.

The impact of this intention is that children will be academically, physically and emotionally prepared for the next phase of their education.

Intention 2: Develop behaviours and habits to become effective independent learners

Through developing this intention, we aim to see an impact through the resilience children display in approaching everyday challenges. This could be on the playground, in a game or disagreement, or in class as part of a complex learning challenge. Such resilience will be demonstrated by them not giving up, being highly motivated to succeed and achieve and being equipped with all the personal skills to do this.

Intention 3: To develop the character of our learners

The impact of this intention will be that our learners will have fully rounded characters with a clear understanding of our core values of respect, confidence, care, challenge and enjoyment and many others.

It is through such understanding of these values our children will be able to develop a character that prepares them for living in the community, demonstrating tolerance and equality for all.

We measure this not just by the work our children produce, but in the behaviours we see each and every day in all our learners on the playground, in the corridor, and in the many roles and responsibilities we give them. The impact of this intention is seen in the daily interaction of all members of our school community and in many returning pupils and their contributions to society.

At Chancellor Park, our children will:

- Develop their knowledge of where different languages are spoken in the world
- Read clearly
- Write imaginatively
- Speak confidently

Varied learning experiences ensure that languages are celebrated throughout the school and develop the children's understanding of different cultures.

Skills Progression

The curriculum is intended to focus on essential core subject and skills, whilst providing a broad and balanced experience for all our children. Here at Chancellor Park we have ensured there is a detailed progression of skills for each subject from Early Years through to Upper Key Stage 2. Our Skills Progression documents show the Year group expectations in every subject and set out what will be taught in each year group based on the 2014 National Curriculum. Please see Appendix 1 for the Skills Progression document for MFL Spanish.

Deep Dive

As part of the role of a Subject leader, knowledge of the subject throughout the school is vital. In response to this each subject leader has responded to a range of 'Deep Dive' questions. Please see Appendix 2

Assessment

Assessment for Learning is a continuous process throughout the planning, teaching and learning cycle.

Assessment is supported by the use of the following strategies:

- Children responding to verbal and written feedback
- Using differentiated, open ended questions that require children to explain and unpick their thinking
- Moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the skills for each topic being clearly evidenced.

At the end of each topic/term the level of attainment is identified on a Foundation tracking grid. For reading, writing and maths progress points are also recorded.

Each child's attainment and progress is formally reported to parents annually in the child's end of year report.

Early Years

In the Early Years Foundation Stage, MFL is touched upon through Knowledge and Understanding of the World, where the children may find out about other countries and special events around the world, for example Chinese New Year.

We follow the Early Years Handbook which supports children in acquiring a succession of stepping stones that will enable them to achieve their Early Learning Goals.

Cross Curricular Links

The learning of a Modern Foreign Language provides a valuable educational, social and cultural experience for children. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between different languages. Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others.

MFL Spanish is a subject that touches on many other areas taught in school, including Geography, DT, Art, Music, Computing and RE etc.

For example, a link may be made to compliment both Spanish and DT in a lesson to prepare or taste typical Spanish foods, or through using music lessons to teach songs in other languages.

Cross curricular links and outcomes are identified prior to teaching on theme maps. Teachers can use internet resources to aid their teaching of the topic they are covering. They can also use their interactive whiteboards to make the learning more interactive so the children can participate within the lesson. Recordable equipment is available and the school's iPads can be used for video recording conversations etc. as well as for researching.

SMSC

Spiritual education in Spanish inspires awe and wonder of the world. Social education in MFL involves the study of people in different societies and countries. In looking at their own locality and others in the world, the children's sense of identity and community can be strengthened. Cultural education provides opportunities for multi-cultural education through recognising similarities and differences with others. Through their growing knowledge and understanding of modern foreign languages, children gain an appreciation of life in different societies, helping to develop a sense of how nations communicate with each other.

Diversity

Through learning a foreign language, children learn about the diversity of the world. Teachers encourage pupils to think of others and to consider people's differences and cultures. Children have a strong awareness of the culture of the country where the language is spoken.

Planning and resources

- Twinkl Scheme of Work.
- Recordable equipment.
- Spanish dictionaries.
- Singing resources.
- Books on the countries which language they are learning.

- Dual-language story books
- iPads
- Vocabulary books.
- Spanish resources for topics.
- Spanish display boards/ working walls in the classroom.

Subject Essentials

Each term children will complete objectives linked to their Spanish topic. Work will be differentiated to ensure support and challenge for all pupils. Written lessons will be evidenced in books and speaking and listening activities may include recording methods such as video recording. Any written activities will be marked and children will be expected to have spelt key Spanish vocabulary accurately.

Role of the Subject Leader

The subject leader's responsibilities are:

- To ensure a high profile of the subject.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of MFL Spanish.
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- To monitor books and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SLT.
- To monitor planning and oversee the teaching of MFL Spanish.
- To lead further improvement in and development of the subject as informed by effective subject **overview**.
- To ensure that MFL Spanish has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy

Equal Opportunities

At Chancellor Park, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

Inclusion

All pupils are entitled to access the MFL Spanish curriculum at a level appropriate to their needs. MFL Spanish forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our MFL Spanish teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those who are gifted and talented and those learning English as an additional language, and we take all reasonable steps to achieve this. To ensure inclusion, teachers use a range of strategies in line with the school's inclusion planning key. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.

Role of the Governors

Governors are responsible for ensuring the effective delivery of the National Curriculum requirements in MFL Spanish. The subject leader will ensure that the Governing Body is kept up to date with the actions and initiatives which are relevant to the subject. Regular reviews of action plans are sent to the governors throughout the year and the governors meet with subject leaders and provide link governor reports to the governing body annually.

Health and Safety

The curriculum will be delivered in a safe and healthy manner and every effort will be taken to identify risks associated with a curriculum subject/activity (such as cookery/food tasting) and the appropriate control measures will be implemented. Pupils will be educated about health and safety issues as and when the opportunity arises throughout the course of normal teaching.

Chancellor Park Primary School
Key Stage 2 Spanish Progression Overview

Strand	Year 3 Objectives	Year 4 Objectives	Year 5 Objectives	Year 6 Objectives
Listening & Comp	<p>Listen with care to spoken language and use physical response, mime and gesture to convey meaning and show understanding</p> <ul style="list-style-type: none"> repeat words and phrases modelled by the teacher; use physical response, mime and gesture to convey meaning and show understanding; remember a sequence of spoken words. 	<p>Listen with care to spoken language and use physical response to show recognition and understanding of specific words and phrases</p> <ul style="list-style-type: none"> repeat modelled words; listen and show understanding of single words through physical response; repeat modelled short phrases; listen and show understanding of short phrases through physical response. 	<p>Listen attentively to spoken language and show understanding of more complex phrases and sentences, including unfamiliar language by joining in or responding</p> <ul style="list-style-type: none"> repeat new phrases and sentences with clarity and accuracy, focusing on correct pronunciation and intonation; respond to a dictation by drawing, miming or acting out what they hear understand the main points from speech which includes unfamiliar language. 	<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <ul style="list-style-type: none"> listen and show understanding of simple sentences containing familiar words through physical response; listen and understand the main points from short, spoken material in Spanish; listen and understand the main points and some detail from short, spoken material in Spanish.
	<p>Begin to identify patterns and specific sounds, phonemes and words through listening and responding to simple songs, rhymes and stories; and make links between some phonemes, rhymes and spellings of familiar words</p> <ul style="list-style-type: none"> listen with care; identify rhyming words; identify phonemes which are the same as or different from English and other known languages; listen and identify specific words in songs and rhymes. 	<p>Identify patterns and listen for specific sounds, rhyme and rhythm through short rhymes, poems or other texts; and begin to apply phonic and whole-word knowledge and make some links to meaning</p> <ul style="list-style-type: none"> listen and identify specific words in songs and rhymes and demonstrate understanding; listen and identify specific phrases in songs and rhymes and demonstrate understanding. 	<p>Explore and recognise patterns in simple sentences through songs and rhymes; and apply phonic and whole-word knowledge and begin to link this to meaning</p> <ul style="list-style-type: none"> listen and identify rhyming words and known sounds in songs and rhymes; follow the text of familiar songs and rhymes, identifying the meaning of familiar words; read the text of familiar songs and rhymes and recognise patterns in simple sentences. 	<p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <ul style="list-style-type: none"> listen and identify rhyming words and specific sounds in songs and rhymes; follow the text of familiar songs and rhymes, identifying the meaning of words; read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.

Strand	Year 3 Objectives	Year 4 Objectives	Year 5 Objectives	Year 6 Objectives
Speaking	<p>Perform simple communicative tasks using single words, phrases and short sentences; ask and answer simple questions; begin to understand and begin to express simple opinions</p> <ul style="list-style-type: none"> recognise a simple question and respond with a simple rehearsed word or phrase from a choice of two; ask and answer a simple familiar with a response; express simple opinions such as likes and dislikes; recall, retain and use vocabulary. 	<p>Devise and perform simple role-plays; practise asking and answering questions with a partner on several topics; understand and begin to express simple opinions; ask for repetition and clarification</p> <ul style="list-style-type: none"> recognise a familiar question and respond with a simple rehearsed response; ask and answer a simple and familiar question with a response; express simple opinions such as likes, dislikes and preferences; ask and answer at least two simple and familiar questions with a response. 	<p>Prepare and practise simple conversations, reusing familiar vocabulary and structures in new contexts; ask and answer questions; understand and express simple opinions; ask for repetition and clarification</p> <ul style="list-style-type: none"> use imagination to create interesting conversations using familiar questions; ask and answer familiar questions using a scaffold of responses; express simple opinions when using familiar vocabulary; understand and express likes and dislikes; agree and disagree with statements. 	<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <ul style="list-style-type: none"> engage in a short conversation using a range of simple, familiar questions; ask and answer more complex questions with a scaffold of responses; express a wider range of opinions and begin to provide simple justification; converse briefly without prompts.
	<p>Repeat words and phrases modelled by the teacher; recall, retain and use vocabulary; remember a sequence of spoken words</p> <ul style="list-style-type: none"> name objects and actions and may link words with a simple connective; use familiar vocabulary to say a phrase using a language scaffold; speak about everyday activities and interests; refer to recent experiences or future plans. 	<p>Repeat words, phrases and sentences modelled by the teacher; say several sentences on a topic</p> <ul style="list-style-type: none"> name objects and actions and may link words with a simple connective; use familiar vocabulary to say a short sentence using a language scaffold; speak about everyday activities and interests; refer to recent experiences or future plans. 	<p>Remember, retain and recall words, phrases and sentences and use these to speak on familiar topics</p> <ul style="list-style-type: none"> say sentences using familiar vocabulary; use familiar vocabulary to say a longer sentence using a language scaffold; recall, retain and use words, phrases and sentences to refer to everyday activities and interests and recent experiences and future plans; use repair strategies to keep a conversation going. 	<p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <ul style="list-style-type: none"> say a longer sentence using familiar language; use familiar vocabulary to say several longer sentences using a language scaffold; refer to everyday activities and interests, recent experiences and future plans; vary language and produce extended responses.
	<p>Speak clearly and confidently; pronounce accurately the most commonly used characters, letters and letter strings; imitate pronunciation of sounds; read aloud a familiar sentence, rhyme or song</p> <ul style="list-style-type: none"> identify specific sounds, phonemes and words and imitate pronunciation; show awareness of accents, elisions and silent letters; begin to pronounce words accordingly; start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled; adapt intonation to ask questions or give instructions. speak clearly and confidently. 	<p>Read familiar words and phrases aloud and pronounce them accurately; pronounce familiar letter strings, words and phrases accurately with good pronunciation</p> <ul style="list-style-type: none"> identify individual sounds in words and pronounce accurately when modelled; show awareness of accents, elisions and silent letters; begin to pronounce words accordingly; start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled; adapt intonation to ask questions or give instructions. 	<p>Focus on correct pronunciation and intonation; use tone of voice and gesture to help convey meaning so that others understand when they are reading aloud or using familiar words and phrases</p> <ul style="list-style-type: none"> pronounce familiar words accurately, and use knowledge of letter string sounds to read familiar words, beginning to observe silent letter rules; appreciate the impact of accents and elisions on sound and apply when pronouncing words; start to read unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; adapt intonation, for example to mark questions and exclamations. use tone of voice and gesture to help to convey meaning. 	<p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <ul style="list-style-type: none"> read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; adapt intonation, for example to mark questions and exclamations.
	<p>Perform simple rhymes and sing songs; join in with story-telling; practise new language with a partner</p> <ul style="list-style-type: none"> join in with storytelling; perform finger rhymes and sing songs; present simple rehearsed statements to a partner; present ideas and information in simple sentences using familiar and rehearsed language to a partner. recognise conventions of politeness; engage in turn taking. 	<p>Memorise and present a short spoken text to a partner or group</p> <ul style="list-style-type: none"> name nouns and present a simple rehearsed statement to a partner; present simple rehearsed statements about themselves, objects and people to a partner; present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people. 	<p>Prepare a short presentation on a familiar topic; to a partner, group or own class</p> <ul style="list-style-type: none"> remember, retain and recall words, phrases and sentences; present ideas and information, using prompts, to a partner or a small group of people; memorise and present a ideas and information, without prompts, to a partner or a group of people. 	<p>Present ideas and information orally to a range of audiences</p> <ul style="list-style-type: none"> manipulate familiar language to present ideas and information in simple sentences; present a range of ideas and information, using prompts, to a partner or a small group of people; present a range of ideas and information, without prompts, to a partner or a group of people.

Strand	Year 3 Objectives	Year 4 Objectives	Year 5 Objectives	Year 6 Objectives
Reading & Comp	<p>Recognise some familiar words in written form</p> <ul style="list-style-type: none"> understand words displayed in the classroom; identify and read simple words; read and understand simple messages containing familiar words. 	<p>Read and understand a range of familiar written phrases; follow a short familiar text, listening and reading at the same time; make links between spoken and written words</p> <ul style="list-style-type: none"> read and show understanding of familiar single words; read and show understanding of simple phrases and sentences containing familiar words. 	<p>Re-read frequently a variety of short texts and show understanding of the main points</p> <ul style="list-style-type: none"> read and show understanding of simple sentences containing familiar language; read and understand some phrases and sentences from short, written material; read and understand the main points from short, written material; read fiction and non-fiction texts; understand that words will not always have a direct equivalent in the language. 	<p>Read carefully and show understanding of words, phrases and simple writing</p> <ul style="list-style-type: none"> read and show understanding of simple sentences containing familiar and some unfamiliar language; read and understand the main points from short, written material; read and understand the main points and some detail from short, written material.
	<p>Discuss language-learning and share ideas and experience; appreciate simple songs, poems and rhymes in the language</p> <ul style="list-style-type: none"> join in with actions to accompany familiar songs, stories and rhymes; join in with words of a song or storytelling; read aloud a familiar sentence, rhyme or poem. 	<p>Identify non-fiction texts by their style and layout; recognise that texts in different languages will often have the same conventions of style and layout; compare traditional stories</p> <ul style="list-style-type: none"> join in with actions to accompany familiar songs, stories and rhymes; join in with words of a song or storytelling. 	<p>Appreciate that different languages use different writing conventions; read fiction and non-fiction texts; notice different text types and deal with authentic texts</p> <ul style="list-style-type: none"> follow the text of a familiar song or story and join in with actions; follow the text of a familiar song or story and sing or read aloud; understand the gist of a story or song using familiar language and sing or read aloud; appreciate that different languages use different writing conventions; notice different text types and deal with authentic texts. 	<p>Appreciate stories, songs, poems and rhymes in the language</p> <ul style="list-style-type: none"> follow the text of a familiar song or story; follow the text of a familiar song or story and sing or read aloud; understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.
	<p>Begin to develop vocabulary; use the context of what they see/read to determine some of the meaning; use a word bank</p> <ul style="list-style-type: none"> use strategies for memorisation of vocabulary; make links with English or known language to work out the meaning of new words; use context to predict the meaning of new words; begin to use a word bank to find the meaning of individual words in Spanish. 	<p>Develop vocabulary; use context and previous knowledge to determine meaning and pronunciation; use a dictionary to look up spellings</p> <ul style="list-style-type: none"> use strategies for memorisation of vocabulary; make links with English or known language to work out the meaning of new words; use context to predict the meaning of new words; begin to use a bilingual dictionary to find the meaning of individual words in Spanish and English. 	<p>Extend their vocabulary; use context and previous knowledge to help understanding; recognise the typical conventions of word order in the foreign language; use a bilingual dictionary or word list to check the spelling of familiar words</p> <ul style="list-style-type: none"> use strategies to determine the meaning of new words (links with known language, cognates, etymology, context); use a bilingual dictionary to identify the word class; use a bilingual paper/online dictionary to find the meaning of unfamiliar words in Spanish and in English. recognise that languages borrow words from other languages; use a bilingual dictionary to check the spelling of familiar words. 	<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> <ul style="list-style-type: none"> use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context); use a bilingual dictionary to identify the word class; use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in Spanish and in English.

Strand	Year 3 Objectives	Year 4 Objectives	Year 5 Objectives	Year 6 Objectives
Writing	<p>Experiment with the writing of simple words</p> <ul style="list-style-type: none"> write simple familiar words using a model; write single familiar words from memory with understandable accuracy; write a familiar short phrase from memory with understandable accuracy; replace familiar vocabulary in short phrases written from memory to create new short phrases. 	<p>Write simple words and phrases using a model and some words from memory; write labels; choose words or phrases and write them in gapped texts or as picture captions to express new ideas</p> <ul style="list-style-type: none"> write single familiar words from memory with understandable accuracy; write familiar short phrases from memory with understandable accuracy; replace familiar vocabulary in short phrases written from memory to create new short phrases. 	<p>Make simple sentences and short texts; write words, phrases and short sentences, using a reference; begin to express ideas clearly</p> <ul style="list-style-type: none"> write simple phrases from memory using familiar language; write several phrases from memory with familiar language with understandable accuracy; replace vocabulary in short sentences written from memory to create new sentences; choose words, phrases and sentences and write them into a gapped text or as picture captions; use word cards or word lists to create a sentence for a speech bubble or caption; understand that the order of words in a sentence influences the meaning; 	<p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <ul style="list-style-type: none"> write a simple sentence from memory using familiar language; write several sentences from memory with familiar language with understandable accuracy; replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.
	<p>Make simple sentences using single word or phrase cards; use a reference to briefly describe people or things orally and in writing</p> <ul style="list-style-type: none"> write and say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; copy and say simple familiar words to describe people, places, things and actions using a model; write and say a short sentence that may contain an adjective to describe people, places, things and actions make simple sentences using single word or phrase cards. 	<p>Use a reference to briefly describe people, places, things or actions orally and in writing</p> <ul style="list-style-type: none"> write and say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; copy and say simple familiar words to describe people, places, things and actions using a model; write and say one or two short sentences that may contain an adjective to describe people, places, things and actions make simple sentences using single word cards; make a simple text using word and phrase cards. 	<p>Use a reference to describe people, places, things and actions orally and in writing</p> <ul style="list-style-type: none"> write and say several simple phrases containing adjectives to describe people, places, things and actions using a language scaffold; manipulate familiar language to describe people, places, things and actions, using a language scaffold; use descriptive language in their descriptions of people, places, things and actions. make a sentence using single word cards; make a short text using word and phrase cards; make up simple sentences using nouns, verbs and adjectives. 	<p>Describe people, places, things and actions orally and in writing</p> <ul style="list-style-type: none"> write and say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; use a wider range of descriptive language in their descriptions of people, places, things and actions.

Strand	Year 3 Objectives	Year 4 Objectives	Year 5 Objectives	Year 6 Objectives
Grammar	<p>Begin to understand some basic grammar appropriate to the language being studied, including (where relevant): recognise main word classes; recognise question forms and negatives; recognise that languages describe familiar things differently; compare the language with English</p> <ul style="list-style-type: none"> begin show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English; name the gender of nouns; name the indefinite and definite articles for both genders; say how to make the plural form of nouns; recognise and use partitive articles; name the first and second person singular subject pronouns; use the correct form of some regular in the present tense with first and second person; name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular; use a simple negative form (ne... pas); show awareness of the position and masculine/feminine agreement of adjectives; recognise and use the first person possessive adjectives (mon, ma, mes); recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase; conjugate a high frequency verb (aller – to go) in the present tense; show awareness of subject-verb agreement; use simple prepositions in phrases; use the third person singular of the verb 'être' in the present tense. 	<p>Begin to understand some basic grammar appropriate to the language being studied, including (where relevant): to reinforce and extend recognition of word classes and understand their function; recognise and apply simple agreements, singular and plural; use question forms; identify a different writing system</p> <ul style="list-style-type: none"> show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English; name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns; recognise and use partitive articles; name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person; name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular; use a simple negative form (ne... pas); show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use; recognise and use the first person possessive adjectives (mon, ma, mes); recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase; conjugate a high frequency verb (aller – to go) in the present tense; show awareness of subject-verb agreement; use simple prepositions in their sentences; use the third person singular and plural of the verb 'être' in the present tense. 	<p>Understand some basic grammar appropriate to the language being studied, including (where relevant): to manipulate language by changing an element in a sentence; apply knowledge of rules when building sentences; understand and use negatives; look at differences from or similarities to English</p> <ul style="list-style-type: none"> identify word classes – nouns, adjectives, verbs and connectives, and compare to English; demonstrate understanding of gender and number of nouns and use appropriate determiners; begin to apply the rules of position and agreement of adjectives; name and use simple conjunctions to create compound sentences; use some adverbs; demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense; understand and use negative statements; explain and use elision; state the differences and similarities with English; recognise the simple future tense of a high frequency verb; compare with English; recognise the immediate future tense of familiar verbs in the first, second and third person singular; recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses); recognise and use prepositions; use the third person plural of a regular verbs in the present tense; name all subject pronouns and use to conjugate a high frequency verb in the present tense; recognise a high frequency verb in the perfect tense; compare with English; follow a pattern to conjugate a regular verb in the present tense; apply knowledge of language rules and conventions when building short sentences. 	<p>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</p> <ul style="list-style-type: none"> identify word classes; demonstrate understanding of gender and number of nouns and use appropriate determiners; explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence; name and use a range of conjunctions to create compound sentences; use some adverbs; demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement; explain and use elision; state the differences and similarities with English; recognise and use the simple future tense of a high frequency verb; compare with English; recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed; recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses); recognise and use a range of prepositions; use the third person plural of a few high frequency verbs in the present tense; name all subject pronouns and use to conjugate a high frequency verb in the present tense; recognise and use a high frequency verb in the perfect tense; compare with English; follow a pattern to conjugate a regular verb in the present tense; choose the correct tense of a verb (present/perfect/imperfect/future) according to context.

Key

Objective = Objectives repeated in **Speaking** and **Reading** strands

Objective = Objectives repeated in **Writing** and **Speaking** strands

Appendix 2 - Deep Dive Questions and Answers

MFL Deep Dive Checklist

1) How have you designed your curriculum?

The curriculum has been designed to develop foreign language skills across five main strands:

- listening and comprehension
- speaking
- reading and comprehension
- writing
- grammar

The strands build the children's key skills over the course of KS2, and will enable them to communicate their ideas and opinions in spoken and written form with speakers of the Spanish language about a range of topics. They will also be able to understand others, and read simple texts in the target language. The skills taught will build across KS2, and will ensure that competencies are developed and regularly reviewed.

2) What are you trying to achieve in your curriculum?

Our curriculum will encourage a healthy curiosity for the Spanish language, and will deepen children's understanding of other cultures. They will develop the ability to express their thoughts and opinions, both in spoken and written form, and it will allow them to read short texts in Spanish. This will give them access to stories and poems from other cultures. The children will also develop transferable language-learning skills, which will stand them in good stead for secondary MFL lessons, or future independent learning, for example how to use a dual-language dictionary, or understanding that phrases cannot often be translated literally translations.

3) What are your aims for this subject in the school?

Our aims are to build the confidence of the children and their enjoyment of language learning. We hope that through our curriculum, the children will learn to appreciate the importance of cultural diversity, and will understand the importance of good communication skills. The lessons will be structured around fun songs, poems and games, which will encourage participation and retention of new information.

4) What schemes do you follow?

We follow the Twinkl Scheme of Work for Spanish in KS2. This is sometimes supplemented by lessons, resources or activities from the other sources.

5) Why is this subject taught in this way?

Spanish is taught in this way to enable the children to have the best chance of retaining and applying their language skills in the future. The repetition and development of skills across the curriculum should ensure that the children find language learning fun, and should allow all children to access the curriculum, to be successful learners.

The structured support offered by the Scheme of Work is especially useful for those teachers, who are not speakers of Spanish, as it has clear explanations of structures and pronunciation guidance to accompany each lesson.

6) How do children progress in this subject over their time at the school? (Remembering that progress is knowing more, remembering more and being able to do more.)

Each Year 6 objective for the 5 skills strands, taken from the new national curriculum, has been tracked backwards for each of the KS2 year groups to create age appropriate objectives for each KS2 class. This means that each skill builds gradually over KS2, and that it is revisited, year on year. This will enable the children to review, and build on the skills that they have developed previously. It means that structures can be revised and developed, and that content can then be varied and accumulated to make it more challenging throughout KS2.

7) How do you ensure that subject knowledge is retained?

Review lessons are planned into the curriculum to ensure that content and skills are regularly repeated. Lessons and topics build upon previous knowledge, so that structures that are introduced lower down are repeated, developed and build upon as the children progress through KS2. Each objective repeats in a slightly more challenging way, until Year 6, where the statutory objectives will be taught.

8) How do you ensure that pupils with SEND benefit from the curriculum in this subject? Are expectations high enough?

Children with SEND can often do well in many aspects of language lessons due to the very nature of language learning. Lessons are usually very visual and there is a high degree of verbal repetition from the teacher, and spoken response opportunities for the children. Lessons present lots of opportunities for drama and conversation tasks. Support materials are usually available for most children when written tasks are involved, e.g. word banks, but additional support will always be provided where necessary, in whichever way is necessary for the benefit of individual SEND children.

9) What do curriculum leaders expect that inspectors will see when they visit lessons and speak to pupils?

Inspectors should expect to see children actively engaged in lessons. There should be a good balance of verbal, reading and writing activities, and the children should be able to participate confidently in these tasks. The teachers should demonstrate or provide accurate examples of pronunciation for the children, and the children should show good pronunciation in response to this. The children should be able to talk about learning Spanish in a positive way, and it should be clear that it is an enjoyable part of the curriculum.

10) How are misconceptions addressed in the subject?

It is important that misconceptions are identified and addressed promptly. These might be misconceptions that a particular child has, or it may be that the whole class has misunderstood a certain concept. In either case the teacher will address the misconception with the relevant child/children, or with the whole class where relevant, to ensure that the children understand where the mistake/issue was and to ensure that the children know how to move on from it.

11) How does this subject link in other curriculum areas?

Spanish can link in with various other areas of the curriculum. The intercultural understanding aspect of language learning links well with PSHE, where the children can learn about and discuss celebrations and life in Spanish-speaking countries. It can also link to other areas, e.g. Art and DT, where artists and Spanish food can be studied. The grammar strand of MFL complements the children's English lessons, as the same grammatical terms are used in both. Spanish may also have links to specific topics.

12) How do you support staff? How do you avoid unnecessary workload?

Full planning and resources are available for every lesson. There are audio files for all vocabulary and sounds, to ensure that children are being taught accurate pronunciation. The structure of the lessons and the resources available mean that teachers can use the Powerpoint presentations and Smartboard files to support their teaching. These always feature dialogue / stories / poems / songs recorded by native speakers of Spanish.

13) What subject resources do you offer children and how are they matched to the curriculum?

We have a class set of bilingual Spanish/English dictionaries for the children to use. There are lots of target language picture books, and also dual-language stories for the children to enjoy. We have lots of flash cards and picture/vocab-type resources. There are also puppets and toys to encourage the children to speak and develop role-play and story-telling skills in the target language. All of these help to develop their independent learning skills, and can benefit their learning across all strands.