MFL – Spanish

INTENT

At Leverhulme Primary School, it is our intent to encourage children to become curious learners as they find their place in the wider world, whilst developing a positive understanding and respect for different language and cultural backgrounds.

Our MFL curriculum uses the Language Angels scheme of work to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes.

We will help them develop and demonstrate substantial progress in the five key language skills necessary for learning Spanish:

- Speaking
- Listening
- Reading
- Writing
- Grammar

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - properly preparing them for the next stage of their language-learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between the foreign language they are learning and English. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own. All of these components help to build secure foundations, allowing children gain confidence to become willing and able language learners beyond KS2.

Lesson content is continuously updated and reviewed annually, to ensure that it remains relevant to the needs of our students and is in line with meeting or exceeding national DfE requirements

IMPLEMENTATION

Our MFL curriculum is taught across KS2, with skills, knowledge and vocabulary broken down into progressive learning objectives. Activities build upon the prior learning of the children and there is increasing challenge for the children as they move up through the school.

Each academic year, children will be taught five unit blocks, plus a standalone phonetics lesson at the start of the year. Lessons are taught weekly, with an approximate duration of 30-45 minutes. Learning can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained.

Lessons are taught in a whole-class setting and the design of the Language Angels scheme means that we do not rely on a single subject specialist. Teachers plan their lessons using the Language Angels scheme of work and can supplement this with their own ideas and experience and those of their colleagues.

Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.

All teachers will know where every child is at any point in their foreign language-learning journey.

Language Angels categorise their units into three teaching types:

- ***Early Language*** units are entry-level units and are taught to our year 3 students.
- ***Intermediate*** units increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to pupils. Intermediate units are taught to our year 4 and 5 children, who already have an embedded basic knowledge of the foreign language.
- ***Progressive and Creative Curriculum*** units are the most challenging units and are taught to our Year 6 students, who have a good understanding of the basics of the language they are learning.

Grouping units into these Teaching Type categories ensures that the language taught is appropriate to the level of the class and introduced when the children are ready. Children will be taught how to listen and read longer pieces of text gradually in the foreign language and they will have ample opportunities to speak, listen to, read and write the language being taught with and without scaffolds, frames and varying levels of support.

PLANNING

Leverhulme Primary School has a curriculum unit planner in place which serves as an overall 'teaching map' outlining for all teachers within the school what each class in each year group will be taught and the sequence in which it will be taught, to ensure substantial progress and learning is achieved.
Each teaching unit is divided into 6 fully planned lessons.

- Each unit and lesson will have clearly defined objectives and aims.
- Each lesson will incorporate interactive whiteboard materials to include ample speaking and listening tasks within a lesson.
- Reading and writing activities will be offered in all units. Some extended reading and writing activities are provided so that native speakers can also be catered for.
- Every unit will include a grammar concept which will increase in complexity as pupils move from Early Language units, through Intermediate units and into Progressive units.
- Extending writing activities are provided to ensure that pupils are recalling previously learnt language and, by reusing it, will be able to recall it and use it with greater ease and accuracy. These tasks will help to link units together and show that pupils are retaining and recalling the language taught with increased fluency and ease.

As part of the planning process, teachers must do the following:

- Read the key knowledge organiser (KKO) for the new unit, which outlines skills, knowledge and vocabulary.
- Use the KKO to identify previous essential learning (as applicable) to plan recap starter activities and standalone lessons that will support children in the new unit.
- Use the KKO (and knowledge of prior learning) to plan a journey of effective and well-structured lessons.
- Choose lesson activities that cover all skills (speaking, reading, listening, writing and grammar) throughout a unit, combining all worksheets into a stapled booklet to evidence children's work.
- Teach new vocabulary, knowledge and skills, modelling competently (using '*boards turn, my turn, your turn'*, as appropriate) and ensure children have time to explore and refine these skills.

- All work is to be marked, either by teacher, peer or self. All teachers will know where every child is at any point in their foreign language-learning journey.

Whole School Overview

Spanish	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1						
Year 2						
Year 3	Phonics Lesson & I'm Learning Spanish	Animals	Fruits	I know how...	Ice Cream	
Year 4	Phonics Lesson & Presenting Myself	Family	At the Café	Classroom	Weather	
Year 5	Phonetics Unit 3 & What is the date?	Pets	My Home	Olympics	Clothes	
Year 6	Phonetics Unit 4 & At School	The weekend	Healthy Lifestyles	Vikings	Me in the World	

LESSON STRUCTURE

Lessons include:

- PowerPoints and interactive whiteboard materials (These include audio sound buttons to allow children to hear Spanish in an authentic voice.)
- Differentiated desk-based consolidation activities (Worksheets at three different levels of challenge are provided throughout each teaching unit)
- Interactive games (which pupils can access from home to consolidate their learning)
- Songs & raps

Each lesson will focus on a combination of the five key language-learning skills (speaking, listening, reading, writing and grammar).

RESOURCES

All worksheets are available, with three different levels of challenge, for each lesson on the Language Angels website.

All worksheets for a topic should have a skills sticker added, so children understand the main skill that they are practising (reading, writing, speaking or listening).

Al worksheets for a topic should be printed into a stapled booklet, with a title page, pupil KKO and vocabulary sheet at the start.

ASSESSMENT & TRACKING

Assessment is an important tool used in all subjects across the curriculum. Like reading, writing and maths, pre and post assessments are used to find gaps before children start a unit of work and to look at how much they know at the end of the unit. From this, any gaps are identified and these would be plugged through starter activities, during teaching, in additional sessions or when a subject is closely linked somewhere else in the curriculum.

Foundation subjects are assessed through post-assessments throughout the year (see details of how this is specifically done in Spanish below) and a final teacher assessment/judgement at the end of Summer 2, where the subject is assessed as a whole using information collated throughout the year to make an overall judgement. This is done for every non-core assessment. Children are recorded as 'JA' or 'At' for their year group.

- **JA** – demonstrating that they have been taught the curriculum and have demonstrated some of the features of this year group's expectations, including some, skills, knowledge and vocabulary.
- **At** - demonstrating most (or indeed all) of the features of this year group's expectations for the subject, including, skills, knowledge and vocabulary.

The assessment for non-core is recorded on Sonar, following the steps below.

- Log into Sonar
- Select 'assessments'
- Select 'primary summative'
- Select Year Group and Class
- Change 'core subjects' to 'foundation subjects'
- Select subject and choose JA (Just At) Or At (Securely At)

Furthermore, an analysis form is completed for non-core subjects (see Teaching and Learning Handbook). Staff complete the % of children working at '**JA**' and at '**At**', as well as, notes on strengths and next steps. This information can be related to individuals, groups of pupils or whole class themes. The analysis form is passed up to the next teacher to inform future planning and to build on prior knowledge.

Specifically to Spanish, at the end of each unit (lesson 6), children should be assessed depending on whether they are working towards (WTS) or have met (EXS), the learning expectations. Children are assessed in the four skills of reading, writing, speaking and listening. At the end of the year, the end of unit assessments are used to make an overall assessment of a child in Spanish.

IMPACT

Our MFL curriculum is high quality, well thought out and is planned to demonstrate progression of skills, knowledge and acquisition of vocabulary in the Spanish language, across a child's KS2 journey, whilst also laying the foundations for successful language learning in KS3.

As well as each subsequent lesson within a unit being progressive, the teaching type organisation of Language Angels units directs, drives and guarantees progressive learning and challenge. Units increase in level of challenge, stretch and linguistic and grammatical complexity as pupils move from Early Learning units through Intermediate units and into the most challenging Progressive units. Units in each subsequent level of the teaching type categories require more knowledge and application of skills than the previous teaching type. Activities contain progressively more text (both in English and the foreign language being studied) and lessons will have more content as the children become more confident and ambitious with the foreign language they are learning.

Early Learning units will start at basic noun and article level and will teach pupils how to formulate short phrases. By the time pupils reach Progressive units they will be exposed to much longer text and will be encouraged to formulate their own, more personalised responses based on a much wider bank of vocabulary, linguistic structures and grammatical knowledge. They will be able to create longer pieces of spoken and written language and are encouraged to use a variety of conjunctions, adverbs, adjectives, opinions and justifications.

Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate.

Teachers will have a clear overview of what they are working towards and if they are meeting these criteria. They will use the whole school curriculum overview to ensure the correct units are being taught to the correct classes at each stage of the scholastic year. The Language Angels scheme provides short-term planning in the form of unit overviews (covering the learning targets for each 6-week unit) and individual lesson plans laying out the learning aims and intentions of each individual lesson within a unit. These planning documents ensure that teachers know what to teach and how to teach it in each lesson, across whole units and in the correct sequence across each academic year.

Pupils will be aware of their own learning goals and progression as each unit offers a pupil friendly overview so that all pupils can review their own learning at the start and at the end of each unit. They will know and will be able to articulate if they have or have not met their learning objectives and can keep their unit learning intention sheets (part of the pupil KKO) and unit core vocabulary sheets as a record of what they have learnt from unit to unit and from year to year.

The opportunity to assess pupil learning and progression in the key language skills (speaking, listening, reading and writing) and against the 12 DfE Languages Programme of Study for Key Stage 2 attainment targets is provided at the end of each 6-week teaching unit. Teachers are encouraged to record and analyse class and individual progress in the foreign language. This information will be monitored by the Foreign Language Subject Leader who can use this data to ensure teaching is targeted and appropriate for each pupil, class and year group as well as to feedback on progress to SLT and stakeholders.
In addition, we measure the impact of our curriculum through:

- A reflection on standards achieved against the planned outcomes (book scrutiny/ lesson observation).
- Pupil voice, which includes discussion of pupils' learning journey, thoughts, ideas and evaluations of work using key vocabulary.

Children are expected to make good or better than good progress in their foreign language learning and their individual progress is tracked and reported to pupils and parents / carers in line with school recommendations.

If pupils are not progressing in line with expectations, this will be identified in the End of Unit Skills Assessments provided in the Language Angels lesson six of each unit. This will enable teachers to put in place an early intervention programme to address any areas that require attention in any of the language learning skills.