

MFL AT SACRED HEART



Students work in an environment that is tolerant. They examine their own behaviour through the connections to Spanish people/characters. Poetry, prayers, hymns and songs from the Spanish culture are examined and learnt.

Freedom to voice opinions during class discussions and likes/dislikes in the target language.



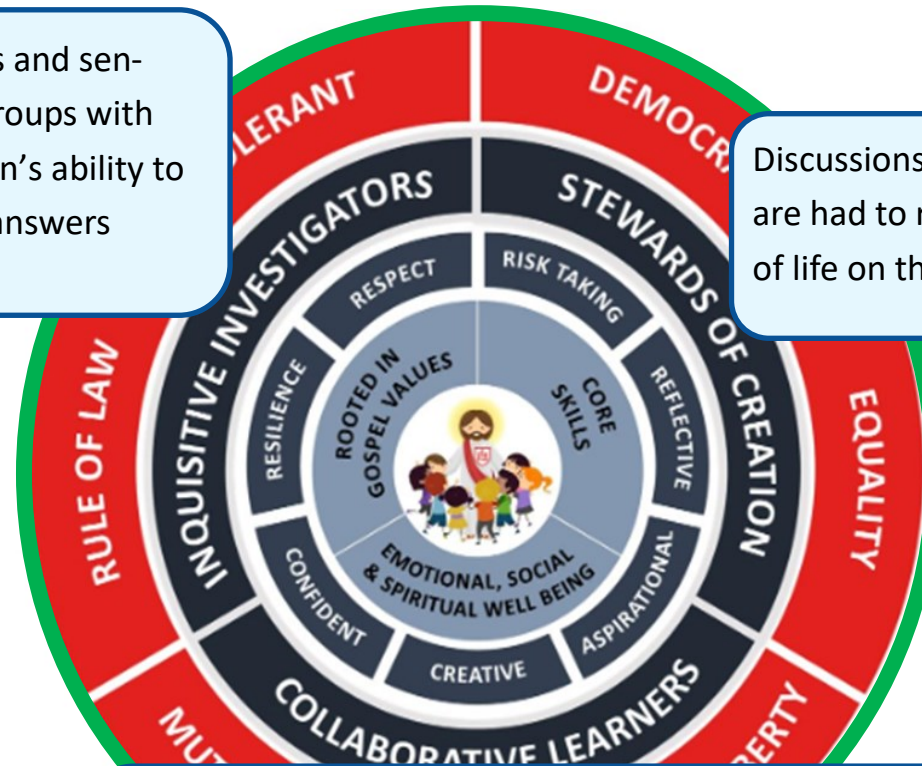
Students are equipped with the resources and support they need to engage successfully in learning a modern foreign language.

Pupils appreciate a language that is not their own. Students explore Spanish culture and backgrounds, and look at the key behaviours and beliefs that they recognise and respect in others.

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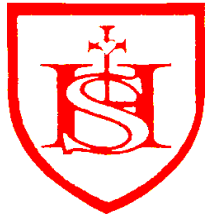
Pupils investigate Spanish words and sentences in whole class or small groups with their peers. Encouraging children's ability to think for themselves and reach answers



Discussions about shared global issues with Spain are had to realise the shared impacts of our way of life on the world that we live in.

Students are encouraged and required to work with their peers to practise basic conversation in Spanish. The process of working collaboratively is promoted and praised in lessons

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Teachers model respect of other languages and teach pupils to appreciate the language of other cultures that is different to their own. Through teacher modelling responses to different sounds in Spanish as well as ideas and ways of working as a team, and the development of communication skills.



Students are encouraged and supported to share their ideas and to 'have a go' in Spanish at speaking, reading and writing. Children are guided to develop a growth mind-set and a



Pupils understand that repetition is a way of improving their oral and written and they are encouraged to bounce back, be resilient and try again and so respond to modelling from their peers and



Time for reflection is embedded in Spanish lessons, during mini-plenaries, where time is taken to look at the work produced and efforts made in listening, speaking, read-



Pupils are encouraged to value their Spanish work and feel

Pupils are encouraged to aim high in learning a new language and to be confident in speaking it, inspiring them to travel and communicate in a language other than their own.



The ability to express likes and dislikes is a key part of language acquisition. Adults model creative thought and sharing of ideas and acquisition of new vocabulary is encouraged.



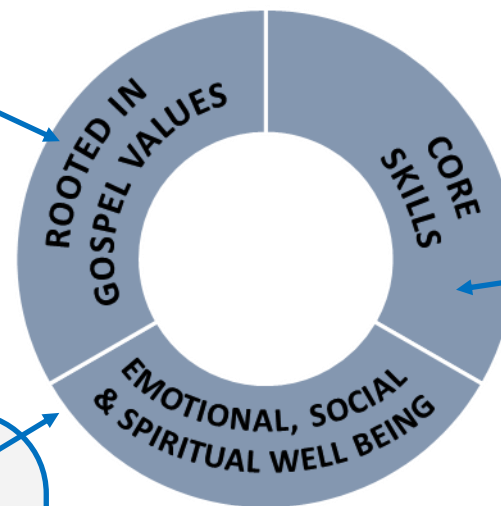
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The Gospel Values underpin all that we do at Sacred Heart and with cross curricula teaching we teach the skills to discuss and wonder at what Jesus has told us and the actions we should take in his name. Acquisition of another language teaches understanding, acceptance, tolerance and an understanding of the rich diversity of the world we live in all of which Jesus teaches us. In addition, the value of language and communication are reflected at Pentecost: by God sending the Holy Spirit as tongues of fire to empower the disciples to speak in all languages.

Children will develop language skills through listening and understanding, speaking, reading and writing in the language taught i.e. Spanish. Thinking/ Reasoning/Problem-solving skills are also at the core – language acquisition is akin to ‘cracking a code’.

Children develop an understanding of the diverse world in which we live and appreciate the diversity through the language. Children learn to respect and appreciate the language of other cultures that is different to their own. Acquisition of another language teaches understanding, acceptance, tolerance and respect. Communication skills are at its core, which makes strong links to social and emotional aspects of development.



SUBJECT INTENT MFL



Our Spanish curriculum links closely to the requirements of the National Curriculum:

‘Learning a foreign language is a liberation from insularity and provides an essential opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language.’



Intent— We aim to...

Teach our children Spanish to generate a fascination for words and how language works

Teach the foundational knowledge to support confident communication in Spanish.

Foster a wider curiosity about the peoples and cultures of Spanish-speaking countries

Our language curriculum aims to further develop our pupils’ communication skills, connect with the rich variety of heritage languages they have and broaden their horizons.

Pupils to establish and retain knowledge, to lead to confident communication over many years, i.e., into secondary school and beyond. A language is for life, not just for primary school!



Implementation — How we will achieve our aims...

Consistent & systematic approach

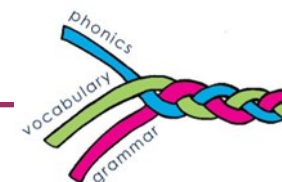
Our KS2 children have a weekly Spanish lesson of 30-45 minutes. Further opportunities to recycle key vocabulary (e.g. numbers) and develop children’s confidence are often built into classroom routines including greetings, providing instructions, stating lunch preferences, registration, rewards and praise on a more regular basis, even just for a few minutes in the school day e.g. when children are lining up.

A detailed scheme of work with audio-enabled resources for every lesson is provided in order to support teachers with pronunciation and ensure consistency and progression. Teachers may, if they wish, adapt the resources to support active engagement and meet different learning styles for different cohorts of children.

Essential Knowledge

We teach three core strands of essential knowledge:

1. **Phonics** – the key components of the sound-writing relationship
2. **Vocabulary** – a set of the most frequently used words
3. **Grammar** – the essential building blocks required to create simple sentences independently



Vocab and Retrieval

Words are informed by frequency but with expected concrete nouns and core sets of language (e.g., classroom items, numbers, days, months) a **78% most common 2000**

Overlap between KS2 wordlist and NCELP GCSE wordlist = 92%

Enrichment

Phonics activities give opportunities for incidental learning,. We use unknown words, poems, songs, place names, people names. This is just one of the ways that we include culture.

Impact — How we will know we have been successful...

Impact

In line with the NC PoS, our children learn to:

- Listen and show understanding by joining in and responding
- Link the sound, spelling and meaning of words
- Read aloud with accurate pronunciation
- Read and show understanding of phrases and simple texts
- Speak in sentences
- Describe people, places, things in *speech* and *writing*
- Ask and answer questions
- Express opinions
- Write phrases from memory
- Adapt phrases to create new sentences
- Use a dictionary

Our children also learn key cultural and country-specific knowledge. For example, by the end of KS2, our children:

- can name and locate on a map countries where Spanish is spoken.
- know the key geographical features of Spain, including continent, surrounding seas and oceans, main mountains and rivers, capital city.
- know the name and some detail about at least one festival or tradition from Spain.
- know at least one typical food from Spain.

Knowledge Strands	Modes and modalities	Year 3	Year 4	Year 5	Year 6
Phonics	Recognition & Production (Sound (L) to print (W))	I have learnt the SSC and phonics key words and remember them. I can match the Spanish SSC I hear to print and transcribe accurately the SSC I know best. I enjoy listening to and joining in with simple songs and rhymes.	I can link SSC to new words I hear. I listen and transcribe SSC within single words with some success. I use sound-spelling links to follow when I listen and read. I enjoy listening to and joining in with simple songs and rhymes.	I have learnt about vowel combinations and stress patterns. I identify these when listening. I connect sound and spelling by transcribing a range of new words and parts of words. I enjoy listening to and joining in with songs and short poems.	I can listen and write short phrases including unfamiliar words more accurately, when focusing on transcription. I enjoy listening to and joining in with songs and short poems.
	Recognition & Production (Print (R) to sound (S))	I can readily read aloud the SSC and phonics key words. I can carefully sound out some unfamiliar words and parts of words with some success, focusing on a few SSC at any one time.	I can read aloud familiar words observing certain pronunciation rules (silent letters, accent/ stress markers, etc) and some unknown words. My pronunciation is usually comprehensible.	I can read aloud many familiar words with clear and comprehensible pronunciation. More slowly and carefully, I can decode unfamiliar words using SSC knowledge.	I read familiar words and short sentences aloud with clear and comprehensible pronunciation. I can read aloud single unknown words more readily.
Vocabulary	Understanding (Aural (L) / Written (R))	I understand around 100 words when I listen and read them as single items and in short sentences which describe people, places, things and actions.	I understand around 200 words when I listen and read them as single items and in short sentences which describe people, places, things and actions. I look words up in an alphabetical word list.	I understand around 300 words when I listen and read them as single items and in short and compound sentences which describe people, places, things and actions. I am beginning to use the words I know in a sentence to work out likely meanings of single unknown words. I also use a dictionary.	I understand around 400 words when I listen and read them as single items and in short and compound sentences which describe people, places, things and actions. I can use the words I know in a sentence to work out likely meanings of single unknown words. I also use a dictionary.

Knowledge Strands	Modes and modalities	Year 3	Year 4	Year 5	Year 6
	Production (Oral (S) / Written (W))	I can use around 100 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.	I can use around 200 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures	I can use around 300 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.	I can use around 400 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.
Grammar¹	Understanding (Aural (L) / Written (R))	I distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular verbs ESTAR, SER, TENER, HAY, regular -AR and -ER, singular adjective agreement and position (-o, -a, -e, -z), regular plural noun marking (-s, -es), intonation questions, WH-questions with dónde, cómo, qué, cuántos, cuántas		I distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular and plural forms of ESTAR, SER, TENER, HAY, HACER, JUGAR, regular-AR and -ER verbs, singular IR, 2-verb structures with singular QUERER, DEBER, PODER + infinitive, singular and plural adjectives (-o, -a, -e, -z, -l, -s), intonation questions, WH-questions with quién, qué, cuándo, cuál, cuántos / cuántas	
	Production (Oral (S) / Written (W))	To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular verbs ESTAR, SER, TENER, HAY, regular -AR and -ER, singular adjective agreement and position (-o, -a, -e, -z), regular plural noun marking (-s, -es), intonation questions, WH-questions with dónde, cómo, qué, cuántos, cuántas		To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular and plural forms of ESTAR, SER, TENER, HAY, HACER, JUGAR, regular-AR and -ER verbs, singular IR, 2-verb structures with singular QUERER, DEBER, PODER + infinitive, singular and plural adjectives (-o, -a, -e, -z, -l, -s), intonation questions, WH-questions with quién, qué, cuándo, cuál, cuántos / cuántas	