



Harbertonford C of E Primary

MFL Curriculum Plan Years EYFS-6



Intent

At Harbertonford, we have clear MFL curriculum progression in the understanding of Spanish through the school. All teachers are given support in understanding the vision and following our curriculum as we do not have specialist language teachers in school. Teachers are instead supported with a range of documents and programs to ensure that the aims and purposes of the NC are met. Our curriculum is age appropriate and there is opportunity for clear links to be made, especially with music and PE.

Implementation

A rich vocabulary: thinking and talking like an expert...

The core resource within the school is La Jolie Ronde. Including this, our MFL curriculum is designed to develop not only our children's language skills, but also their love of learning a language. It progressively develops language skills, through regularly taught lessons. This allows the children to acquire new language to then use and apply in a range of scenarios and topics. Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games. As their confidence and skill grows, children record their work through pictures, captions and sentences.

The National Curriculum

Pupils in KS2 should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*

- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- 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

The starred (*) content above will not be applicable to ancient languages.

EYFS

Children will discreetly use some words from other languages whilst answering the register and in the role play area.

KS1

Children will learn some key phrases in small bursts such as numbers, days of the week and colours, this will mainly be through song. They may also come across other languages informally when studying another country.

KS2

Speaking / Oral	Engage in conversations; and answer questions; express opinions and respond to those of others; seek clarification and help. Speak in sentences, using familiar vocabulary, phrases, and basic language structures. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Describe people, places, things and actions orally and in writing.	
	Lower Key Stage 2	Upper Key Stage 2
	Can I engage in conversation in order to answer questions? Can I recall and repeat phrases? Can I use familiar vocabulary to build basic sentences?	Can I engage in conversation and express opinions as a response to others? Can I speak in full sentences using familiar vocabulary?

	<p>Can I develop accurate pronunciation of words for familiar words or phrases?</p> <p>Can I present ideas and information orally?</p> <p>Can I use a dictionary to understand new words?</p> <p>Can I orally describe people and things?</p>	<p>Can I develop accurate pronunciation of words for familiar words or phrases?</p> <p>Can I include intonation so that others understand what I am reading aloud?</p> <p>Can I present ideas and information orally to a range of audiences?</p> <p>Can I use a dictionary understand new words?</p> <p>Can I introduce new words into my written works?</p> <p>Can I orally describe people, places and things?</p>
Writing	Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places, things and actions orally and in writing.	
	Lower Key Stage 2	Upper Key Stage 2
	<p>Can I explore patterns and sounds of language through song/rhyme?</p> <p>Can I link patterns and sounds of language to spellings?</p> <p>Can I write describes about people and things?</p>	<p>Can I learn and memorise phrases?</p> <p>Can I write phrases from memory?</p> <p>Can I adapt phrases from memory to create new sentences?</p> <p>Can I express ideas clearly by using memorised phrases?</p> <p>Can I write describes about people, places and things?</p>
Listening/ Aural	Listen attentively to spoken language and show understanding by joining in and responding. Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	
	Lower Key Stage 2	Upper Key Stage 2
	<p>Can I listen and respond to spoken language?</p> <p>Can I explore patterns and sound through songs and rhymes?</p>	<p>Can I listen attentively to spoken language and respond by joining in?</p> <p>Can I explore patterns and sound through songs and rhymes?</p> <p>Can I identify meaning of words through songs and rhymes by recognising patterns and sound?</p>
Reading	Read carefully and show an understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language.	
	<p>Can I discuss my understanding of texts that I have read?</p> <p>Can I appreciate stories/ songs/ poems/rhymes in languages?</p>	<p>Can I discuss my understanding of texts that I have read?</p> <p>Can I respond to what I have read in written form?</p> <p>Can I appreciate stories/ songs/ poems/rhymes in languages?</p>

Key skills progression document - see website

Rolling Programme - see individual class pages for MFL planned across each term

Impact

The impact of our MFL curriculum is that children are encouraged to understand the relevance of what they are learning in languages and how it relates to everyday life and travel. Teachers will have high expectations and evidence will be presented in a variety of forms such as written and video. They will also understand how it could help them in another country or to talk to a Spanish speaker. Children will recognise and apply key Spanish vocabulary and should be able to write a limited amount of Spanish.

Teachers assess Spanish throughout lessons using 'assessment through learning', this helps teachers plan for future lessons.