



MFL CURRICULUM

West Meadows Primary School

CHALLENGING, EXCITING, ENJOYABLE & RELEVANT



Our approach to the Modern Foreign Language Curriculum is taught discretely to ensure depth and rigour, whilst being underpinned by the accelerated learning approach to teaching and learning. We teach Spanish as our MFL by utilising the key concepts, principles and themes developed from the National Curriculum to create a range of progressive knowledge and skills through which the children are helped to grow and develop to succeed in 21st century Britain. This progressive curriculum allows a purposeful way of teaching and learning, enabling us to provide a more meaningful and sequential approach to the schema for Spanish.

The MFL curriculum we offer is designed to meet the needs of all our pupils by providing purposeful contexts which engage our children. It is rich, varied, imaginative and ambitious and meets the needs of individual learners but can easily be adapted for pupils with additional needs. Through regular assessment, tasks are matched to the ability of each child through differentiated activities, providing a level of challenge that is stimulating for pupils.

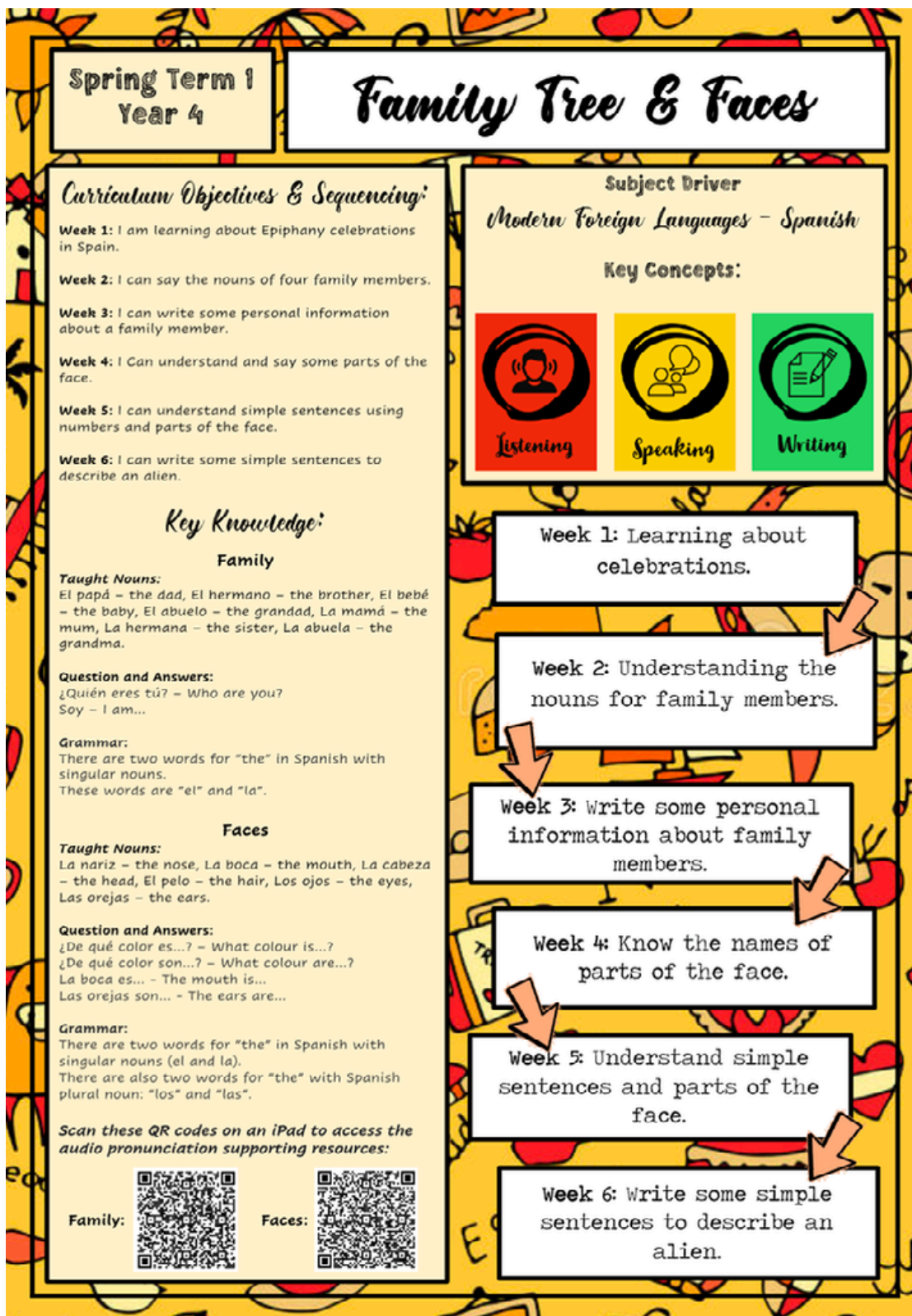
KEY CONCEPTS WITHIN OUR MFL CURRICULUM INCLUDE: PHONICS, VOCABULARY AND GRAMMAR
WITHIN THE LANGUAGE

The intent of our Modern Foreign Languages (MFL) curriculum in Spanish is to provide a high-quality, engaging language education that lays the foundation for pupils to understand and respond to spoken and written language from authentic sources. Our curriculum is designed to develop confidence in speaking Spanish, with a strong emphasis on three key areas: phonics, vocabulary, and grammar. In phonics, we focus on blending sounds to form words and segmenting words into their component sounds, which aids in pronunciation and reading skills. For vocabulary development, we use a variety of authentic materials and contexts to expand pupils' word knowledge, enabling them to express ideas and opinions creatively. Grammar instruction includes understanding basic structures appropriate to Spanish, such as feminine and masculine forms, conjugation of high-frequency verbs and sentence construction.

At West Meadows, the planning of our MFL topics for each half term are thoughtfully considered to be based around other curriculum areas. This ensures that the content of each MFL session is purposeful, meaningful and has a relevant context for our children to engage with.

<p>Spanish KS2 Scheme of Work Overview</p> <p>This overview shows the coverage of topics across the four stages of language learning in KS2, for both Video2Teach and Click2Teach. For detailed information on each stage, refer to the Long-Term Plans linked below. For other key documentation, click the buttons below.</p> <p> Knowledge Organiser DIE AT Unit Map Core Skills Progress Phonics Map </p>				
Half Term/ Stage	Stage 1 LTP	Stage 2 LTP	Stage 3 LTP	Stage 4 LTP
Autumn 1	A new start (Greetings, feelings, numbers, colours)	Welcome to school (Recap core language, rooms in a school, classroom objects)	Talking about us/school subjects (Extended feelings, recap personal information, introduce a friend, subjects and opinions)	Revisiting me/Telling the time/Everyday life (Personal info recap, numbers to 60, time phrases, daily routine conversations)
Autumn 2	Calendar and celebrations (Bonfire colours, commands, days and months, Christmas)	My town, your town (Commands, shops, asking and giving directions)	Time in the city (Spanish city, buying a ticket, directions, descriptions, shopping, festive jumper)	Homes and houses (Rooms in a house, furniture, describe rooms, spooky house story, game, elf on shelf)
Spring 1	Animals I like and don't like (Animal nouns, singular and plural, opinions, story)	Family tree and faces (Epiphany, family members, personal info, face parts, describing with colours)	Healthy eating, going to market (Fruit and veg nouns, class survey, prices, market dialogue, recipe)	Playing and enjoying sport (Sport nouns, opinions, verb to play, sports descriptions)
Spring 2	Carnival and using numbers (Carnival, numbers to 15, core language recap, age, dates, Easter)	Face and body parts (Face and body part nouns and commands, yoga with body parts, alien creation)	Clothes (Clothes nouns, verb to wear, describe using adjectives, read descriptions, design and write)	Funfair and favourites (Funfair rides, opinions, adjectives, plan and describe theme park, favourite things, tradition)
Summer 1	Fruits and vegetables, Hungry Giant (Fruit and veg nouns, counting, asking politely, story, board game)	Feeling unwell/Jungle animals (Aches and pains, doctor role play, animal nouns, adjectives, simple sentences, story)	Out of this world (ID cards, personal info conversations, names of planets, adjectives, prior learning recall, planet creations)	Tapas culture (Tapas culture in Spain, opinions, hotel breakfasts, café roleplay)
Summer 2	Going on a picnic (Picnic story, food items, polite request) Aliens in Spain (Explore Spain, ask and answer 'where do you live?') Language Puzzle*	The weather (Weather phrases, seasons, forecast) Ice creams (Flavours, opinions) Language Puzzle*	Going to the seaside (Items for the beach, persuasive sentences, visiting the seaside, read and understand facts about the beach) Language Puzzle*	Performance Time (Comedy sketch – What a waiter! Mocktails, scavenger hunt, Read all about it – Transition to KS3) Language Puzzle*

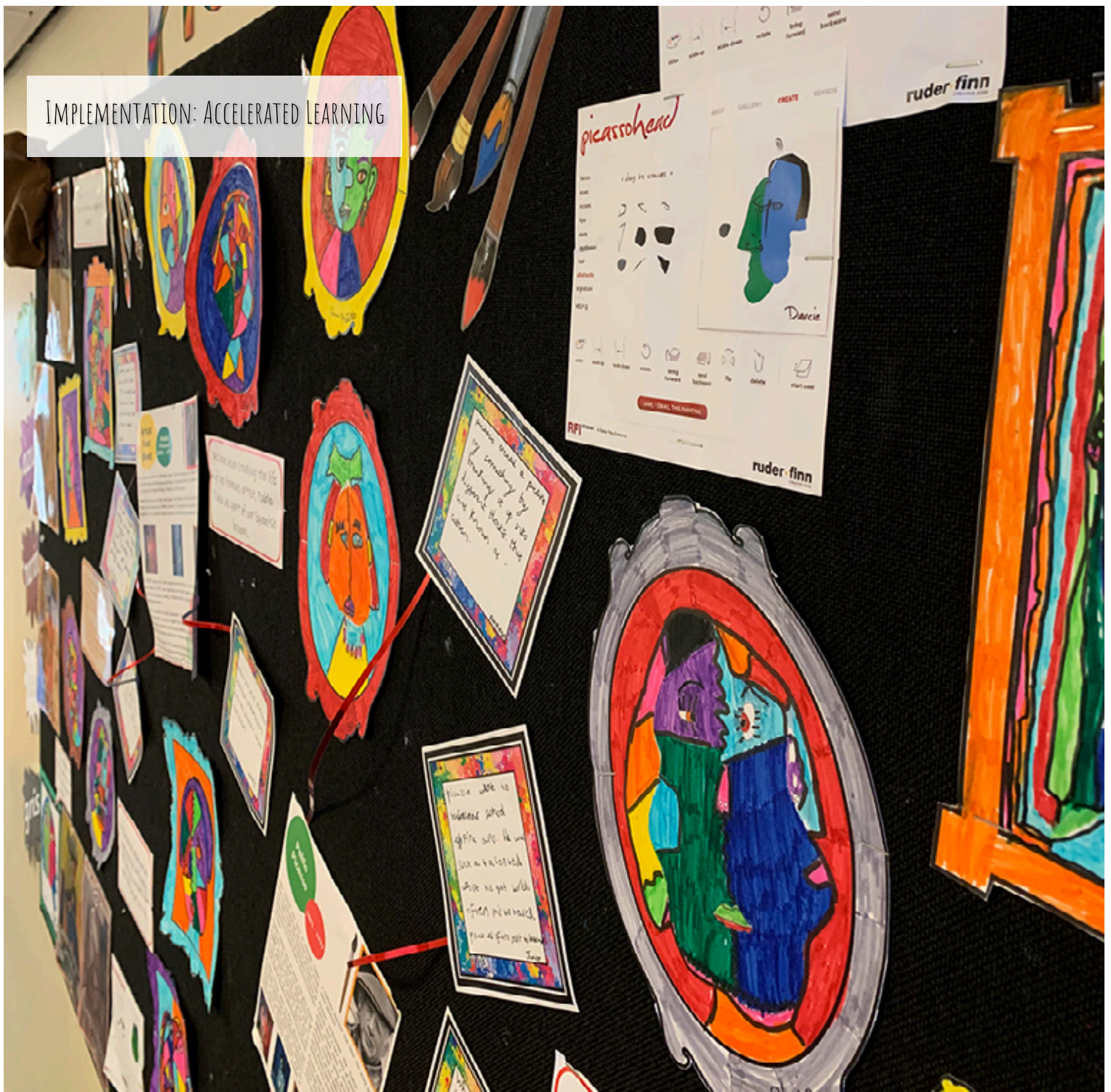
Spanish KS2 Scheme of Work Overview



Example Spanish Curriculum Organiser

To enhance cultural capital and provide a broader language learning experience, we incorporate Spanish culture studies at the end of each half term. This approach not only enriches pupils' understanding of the Spanish-speaking world but also contributes to their overall language proficiency and appreciation for cultural diversity. Our MFL curriculum aligns with the national curriculum aims and prepares pupils for further language study, fostering a love for languages that extends beyond the classroom.

IMPLEMENTATION: ACCELERATED LEARNING



BUILDING PROGRESSIVELY ON TAUGHT SKILLS



Modern Foreign Languages is taught discretely and it is delivered to raise interest, self-esteem, creativity and aspirations of all our children. The curriculum is rich and varied, which provides our pupils with the skills required for life in the 21st Century.

The Accelerated Learning Cycle, based on the work of Alastair Smith, is applied in all lessons. It stems from the idea of a supportive and challenging learning environment. The cycle has active engagement through multi-sensory learning, encourages the demonstrating understanding of learning in a variety of ways and the consolidation of knowing.

Ultimately, providing opportunities for children to personally develop by immersing themselves in another language and culture is at the heart of the MFL curriculum offer that we provide to the children through exploring a wide range of topics, in order to prepare them for life.

Our curriculum is designed with a core focus on retrieval practice, recognising its pivotal role in helping students know more and remember more. This intent is actualised through a dual approach: integrated retrieval within individual lessons and a structured, subject retrieval practice rota. In-session retrieval activities are carefully crafted to reinforce key concepts and knowledge, promoting immediate recall and application. Complementing this, our weekly retrieval practice rota systematically revisits content across various subjects, ensuring spaced repetition and interleaving of crucial information. This comprehensive strategy aims to strengthen neural connections, facilitate the transfer of knowledge to long-term memory and build increasingly complex mental models. By embedding retrieval practice as a fundamental aspect of our curriculum, we strive to enhance our pupils' ability to retain, recall and apply their learning effectively, thereby fostering deeper understanding and more robust academic progress.

Our curriculum is ambitious for all pupils, including those children with SEND. Curriculum designers and teachers have high expectations of what SEND pupils can achieve and the curriculum is not diluted or unnecessarily reduced for SEND pupils. Every pupil is different and so what works for each pupil varies. Pupil's individual needs are considered and adaptations are planned to ensure the success of pupils in all subjects.

The way that our curriculum is designed ensures that chunks of learning are sequenced in a coherent way to enable all pupils, including those with SEND, to build on prior knowledge. Too much information at once can be a barrier to learning which is one of the reason why we have chosen half termly curriculum drivers.

Where pupils are identified with having complex needs, it may be appropriate to provide a personalised curriculum which will be based on individual needs and will retain ambition for the pupil.

Where working memory is an issue for pupils, including those with SEND, we look to reduce extraneous load as much as possible as well as identifying key information when teaching. This helps pupils to pay attention to the content which they are expected to learn. Adaptations to support individual pupils will be recorded on personal school support plans.

Pupils specific needs determine the types of adaptations which are required. These adaptations are in how the subject is taught rather than the content pupils are expected to learn. Where appropriate, learning will be chunked into smaller steps and pre-learning and consolidation time is planned in to support the progression in phonics, vocabulary and grammar. Teachers may need to make adaptations to ensure that SEND learners can access the curriculum, such as adapting authentic texts or allowing additional time for lots of effortful practice to acquire the initial language of a curriculum. Time is also planned to ensure pupils with SEND are pre-taught vocabulary that has been selected based on its frequency and capacity to be used in multiple situations to support their understanding.

IMPACT: ASSESSMENT



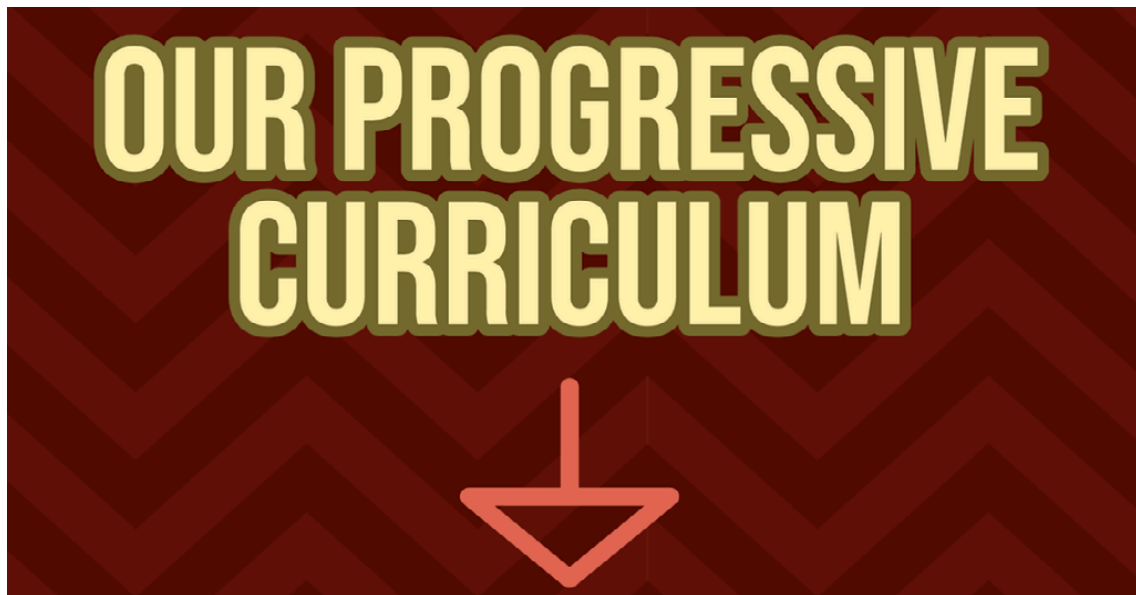
KNOWING MORE AND REMEMBERING MORE



Formative assessment is ongoing throughout each lesson. It judges progress and enables the teacher to make flexible adaptations to their planned teaching.

Through this regular ongoing assessment, tasks are matched to the ability of each child through adapted activities and including adult support, thus providing a level of challenge that is stimulating for pupils and questioning skills

Our schools are dedicated to providing a high-quality curriculum that is ambitious for all pupils. We have a robust system in place to ensure children are making strong progress in their foundation subjects using the Arbor MIS platform to conduct summative assessments at key points in the year. The purpose of these assessments is for our subject leaders and teachers to analyse pupil understanding against our assessment statements, which are progressively devised from our taught curriculum. This allows children to acquire knowledge that builds upon the fundamentals of their prior knowledge in a well designed curriculum sequence.



Strands	Y3	Y4	Y5	Y6
A - Listening (Conversations)	I know how to show an understanding of a range of familiar spoken phrases, for example through acting out a part of a familiar story	I know how to show understanding of a range of familiar spoken phrases, for example through acting out a part of a familiar story. I know how to notice the target language may contain different phonemes and that some similar sounds may be spelt differently to English.	I know how to gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language. I know how to identify different ways to spell key sounds, and select the correct spelling of a familiar word. I know how to take part in conversations and express simple opinions giving reasons	I know how to apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words. I know how to engage in conversations, expressing opinions and responding to those of others.
B - Songs & Rhymes INCERTS: O	I know how to listen to an accurately repeat phonemes in songs and rhymes and begin to make links to spelling.	I know how to listen to an accurately repeat particular phonemes in songs and rhymes and make links to spelling. I know how to show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard. I know how to listen to an accurately repeat particular phonemes in songs and rhymes and make links to spelling.	I know how to learn a song or poem using the written text to support	I know how to perform and present a song or poem to a range of audiences.
C – Pronunciation INCERTS - P			I know how to explore the use of accurate pronunciation and intonation when speaking aloud.	I know how to use accurate pronunciation and intonation so that others can understand when they are reading aloud or using familiar language.
D - Speaking INCERTS: S	I know how to ask and answer simple questions, for example about personal information I know how to repeat sentences heard and make simple adaptations to them I know how to use mostly accurate pronunciation and speak clearly when addressing an audience.	I know how to ask and answer a range of questions on different topic areas I know how to use familiar sentence models, make varied adaptations to create new sentences I know how to read aloud using accurate pronunciation and present a short-learned piece for performance.	I know how to adapt known complex sentences to reflect a variation in meaning. I know how to begin to use intonation to differentiate between sentence types.	I know how to engage in longer conversations, asking for clarification when necessary I know how to create his/ her own sentences using knowledge of basic sentence structure I know how to use pronunciation and intonation effectively to accurately express meaning and engage an audience

MFL Curriculum Progression Document from Year 3 to Year 6

Credits:

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