



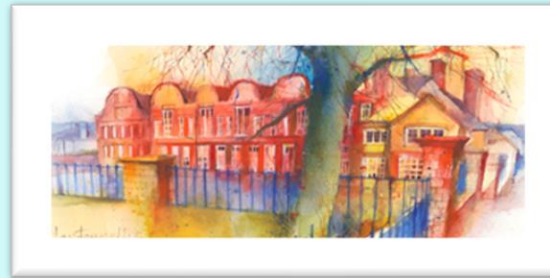
Modern Foreign Languages



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SPANISH

Mersey Park Primary School



Be Nice



Work Hard



Never Give Up

MFL (Spanish) at Mersey Park Primary School

What we teach

The Spanish curriculum at Mersey Park Primary School has been developed from the Kapow Primary Spanish Curriculum which supports children to meet the National Curriculum end of Key Stage 2 attainment targets. The children develop an interest in learning another language in a way that is enjoyable and stimulating. We enhance children's confidence and we strive to stimulate and encourage children's curiosity about language. We develop children's cultural awareness of Spain and other Spanish speaking countries, comparing it with Britain, through curriculum enrichment opportunities. The Spanish curriculum aims to provide pupils with a firm foundation of language learning through carefully planned and sequenced building blocks:

- Phonics
- Vocabulary
- Grammar

Pupils connect these building blocks of knowledge to create meaning in a variety of contexts, allowing them to develop their skills in the following strands:

- Language comprehension: listening and reading
- Language production: speaking and writing

Ample opportunities are provided to ensure that children practise new learning across all four modalities. We embed the skills of listening, speaking, reading and writing necessary to enable children to use and apply their Spanish knowledge in a variety of contexts and lay the foundations for future language learning and future opportunities to study and work abroad. Most of our pupils have very little knowledge of other languages when starting to learn Spanish in Key Stage 2. The children learn about the geography, history, festivals and individuals significant to the Spanish nation and other Spanish speaking countries and draw comparisons to the UK.

How we teach it

We have adopted the Kapow scheme of work for Spanish and have adapted the planning to ensure that it matches our whole school plans for foundation subjects and meets the needs of our pupils. Through the Spanish scheme, pupils are given opportunities to communicate for practical purposes around familiar subjects and routines. The scheme provides balanced opportunities for communication in both spoken and written Spanish. Pupils first develop confidence and accuracy with oral skills then increasingly apply their knowledge to extended reading and writing as they progress through Key stage 2.

The Spanish scheme is a spiral curriculum, with key skills, grammar and vocabulary revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Cross-curricular links are included throughout our Spanish units, allowing children to make connections and apply their language skills to other areas of their learning.

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including role-play, language games and language detective work. Our scheme of work focuses on developing what we term 'language detective skills' and developing an understanding of Spanish grammar, rather than committing to memory vast amounts of Spanish vocabulary.

Each unit is based on a specific theme with a motivating end outcome which gives the children a context and clear purpose for their learning. Guidance for adapting the learning is available for every lesson to ensure that lessons can be accessed and enjoyed by all. To help pupils retain their Spanish learning, we provide information on incorporating Spanish into the classroom environment every day in our 'During the week' sections. Our Spanish curriculum is delivered by a native Spanish speaker but these 'During the week' opportunities also allow all staff to maintain the same level of expertise as their class. Strong subject knowledge is vital for staff to be able to deliver a highly effective language curriculum. Accordingly, each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD. Lessons include sections to explain key grammar and language points to the teacher, as required, before the lesson, together with key vocabulary and a pronunciation sound guide. Lesson presentations include sound files, supporting teachers who are less confident with their own pronunciation to deliver the lesson and support the children's learning. In addition, there is also a comprehensive series of phoneme videos to build teachers' and pupils' speaking confidence.

Each class in Key Stage 2 has a weekly Spanish lesson. The content of these lessons is carefully sequenced so that prior knowledge is considered and opportunities for revision are built in. Children are encouraged and supported to develop their acquisition of language skills through conversational work, songs, games, role-play, use of a range of media and stories. As confidence and skills grow, children record their work through pictures, captions, sentences and longer written texts.

Displays are used to remind children of key vocabulary. Practical activities are used to help improve memory and recall including mini-quizzes at the start of each lesson which allow pupils to revise key knowledge and teachers to address misunderstandings. In lessons, wherever possible, instructions are given in Spanish to expose children to the language in use. Visual prompts are used to support children in translating new vocabulary and word banks and knowledge organisers are available for children to support their learning and recap previous learning.

All pupils also participate in activities that share the traditional culture of Spain and Spanish speaking countries, and the lives and impact on the world of Spanish speaking individuals throughout history.

SMSC through Spanish

Studying Spanish language and culture provides the children with opportunities to examine their own faiths, beliefs and values and to compare them to those of other children both in school and in other parts of the world. Students are encouraged to be empathetic to the cultures, beliefs and traditions of others and stereotypes are challenged where necessary. Pupils recognise the importance of learning a MFL from another country to enable them to respect how difficult it is when people visit Britain and try to speak a new language. Learning another language supports general literacy and oracy and leads to gains across the curriculum. It supports and celebrates the international dimension and gives children enjoyment and a sense of achievement in their learning. Through learning about the geography of Spain, children gain better knowledge and understanding of their position in Europe and the world. They learn about the connections between our cultures and about the historical links between our countries in terms of language and culture. This in turn helps them to appreciate the diversity of language and culture in their own school. Through comparing and contrasting daily routines, food and education systems at home and in Spain, children gain a better understanding of their own roots, cultures and traditions.

Impact

The impact of the Spanish scheme is monitored continuously through both formative and summative assessment. Pupils frequently evaluate their own and their peers' performance, respond to feedback and recognise their own progress. Every unit has a unit quiz and knowledge catcher which can be used at the start and/or end of the unit. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. An assessment spreadsheet is used to record children's progress in each lesson to build a picture of their learning through each unit. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. This data is analysed to inform and address any trends or gaps in attainment. Further information is gathered through pupil voice; highlighting strengths and achievement and any improvements, knowledge and skills that still need to be embedded.

Final end of year assessments are made using teacher judgements and assessment criteria that has been developed in line with the National Curriculum and Kapow. This identifies the level at which the child is working. Class teachers record assessment outcomes using the tracking grid and the subject leader analyses gaps in knowledge and skills. Actions are identified and followed up.

Pupils leave school equipped with a range of language-learning skills to enable them to study Spanish, or any other language, with confidence at Key stage 3. Children will:

- Be able to engage in purposeful dialogue in practical situations (e.g. ordering in a cafe, following directions) and express an opinion
- Make increasingly accurate attempts to read unfamiliar words, phrases and short texts
- Speak and read aloud with confidence and accuracy in pronunciation
- Demonstrate understanding of spoken language by listening and responding appropriately

- Use a bilingual dictionary to support their language learning
- Be able to identify word classes in a sentence and apply grammatical rules they have learnt
- Have developed an awareness of cognates and near-cognates and be able to use them, and other language detective skills, to tackle unfamiliar words in Spanish, English and other languages
- Be able to construct short texts on familiar topics
- Meet the end of Key stage 2 stage expectations outlined in the national curriculum for languages.
- Develop a greater awareness of the wider world and an appreciation for the role of language learning in promoting cross-cultural understanding.

MFL (Spanish) Subject Overview

	Autumn	Spring	Summer
Year 3	<p>Greetings with Puppets</p> <ul style="list-style-type: none"> • Practise a variety of Spanish greetings How to introduce themselves • Say how they are feeling • Perform a rhyme - Spanish puppet festival tradition <p>Numbers and Ages</p> <ul style="list-style-type: none"> • Numbers from one to twelve • How to give their age in Spanish and ask others how old they are 	<p>Shapes and Colours</p> <ul style="list-style-type: none"> • Mosaic art of Barcelona and Granada - describe different shapes and colours • Position of adjectives in relation to nouns <p>Classroom Objects</p> <ul style="list-style-type: none"> • Give and understand basic classroom instructions • Vocabulary for classroom items found in their school bag • 'Masculine' or 'feminine' nouns 	<p>Where do you live?</p> <ul style="list-style-type: none"> • Identify different cities in Spain using a map Correctly pronounce city names • Names for different types of home • Ask and respond to questions about where they live • Bilingual dictionary to find new vocabulary <p>Journeys around Latin America</p> <ul style="list-style-type: none"> • Map of Latin America - identify different places, describing their location using compass points • Vocabulary - different forms of transport • Design and describe a route around the region - how they will travel to each place
Year 4	<p>Dates</p> <ul style="list-style-type: none"> • Numbers to 31 • Months of the year and date • Spanish festivities - dates they occur • Ask and answer 'When is your birthday?' • Mexican birthday traditions <p>Pets</p> <ul style="list-style-type: none"> • Names of different animals - adjectives to describe the characteristics • Write a story about a visit to a pet shop • Perform their stories to a small audience 	<p>Weather</p> <ul style="list-style-type: none"> • Different types of weather • Identify different locations using compass points • Prepare and present a weather forecast <p>In a Spanish Café</p> <ul style="list-style-type: none"> • Reading and creating typical Spanish café menus • Order food and drink - role-play conversations between waiting staff and customers • Evaluate and improve conversations 	<p>Spanish Celebrations</p> <ul style="list-style-type: none"> • Express their musical preferences • Verbs to describe activities they enjoy • doing during different celebrations • Key festivals in Spain • Compare and contrast how celebrations are carried out in both Spain and the UK <p>The Amazon Rainforest</p> <ul style="list-style-type: none"> • The Amazon River source to mouth - identify the geographical features • Sights, sounds and people of the Amazon rainforest

<p style="text-align: center;">Year 5</p>	<p>Describing Family and Friends</p> <ul style="list-style-type: none"> • Different family members - describe the relationship between them • Verbs in the third person singular - write a description of a family member <p>Portraits</p> <ul style="list-style-type: none"> • Describe facial features – apply knowledge of noun-adjective agreement to plural nouns • Famous Spanish cubist artists - create portraits in the cubist style and describe the faces in their portraits 	<p>Sports</p> <ul style="list-style-type: none"> • Sports – ask and answer questions • Read and follow instructions to play a game • Create own original ball game • Imperative form of some regular verbs - write a set of instructions <p>Food and drink</p> <ul style="list-style-type: none"> • Different types of food - express likes and dislikes with singular and plural nouns • Sort different food items onto a food pyramid - balanced diet • Recipe for a smoothie 	<p>A Trip across Spain</p> <ul style="list-style-type: none"> • Famous pilgrimage route to the city of Santiago de Compostela • Explain where they are going and what they are going to do <p>Saving South America</p> <ul style="list-style-type: none"> • South America – explore wildlife and examine the environmental impact of deforestation and climate change • Poster - environmental changes that have happened using comparative sentences • Pledge to help stop deforestation and reduce climate change.
<p style="text-align: center;">Year 6</p>	<p>Clothes</p> <ul style="list-style-type: none"> • Revise colours • Items of clothing - adjectives to describe styles and different outfits • Adjectival agreement – use dictionaries to check the gender of nouns and the correct form of the adjective <p>School Life</p> <ul style="list-style-type: none"> • Names of school subjects - express likes and dislikes • Adjectives to give their opinions about school subjects • Complete a school survey and construct their own ideal school day timetable • Write a letter to their teacher - their perfect school day 	<p>Household Tasks</p> <ul style="list-style-type: none"> • Design a robot to complete jobs around the house - describe its features and advertise the robot using sentence builders and adapting statements to make them more persuasive • Give opinions about household tasks and justify <p>Shopping</p> <ul style="list-style-type: none"> • Describe the name and location of the different market stalls • Transactional language – apply knowledge of larger numbers and handling money 	<p>Free time Activities</p> <ul style="list-style-type: none"> • What they like to do in their free time – use adjectives to give reasons for their choices • Different places in a town - describe where they are going and why they want to go there <p>Maya City Treasure Hunt</p> <ul style="list-style-type: none"> • Ancient Maya city - different buildings and their location using a range of prepositions • Create own ancient Maya city - write a detailed description applying all the new language learnt • Read a map and decipher clues – ancient Maya treasure

MFL National Curriculum Subject Content

Key Stage 2

Aims:

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources;
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and 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;
- discover and develop an appreciation of a range of writing in the language studied.

Pupils 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.