

The Wolds Federation of Schools

MFL Curriculum



"Learning another language is not about learning different words for the same things, but learning another way to think about things."

Flora Lewis

Curriculum intent

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. As agents of change in their own lives, learning another language provides opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language.

Learning another language has intrinsic value in itself however it reinforces many of the language and grammar taught through the English curriculum. There are very strong links with the geography curriculum learning about other cultures and countries and ways of life. There are obvious links with the RHSE curriculum learning to understand and value different cultures and ways of life, in this way learning another language prepares children for life in modern Britain. This certainly supports our children to be agents for change in their local community.

The learning of a foreign language can provide a valuable educational, social and cultural experience for pupils – providing them with opportunities to communicate for practical purposes in the wider world, a foundation for further learning of languages beyond KS2 and also equipping pupils to study and work in other countries. Learning a new language gives an essential opening to other cultures and a widening of experiences and aspiration. It gives a new perspective on the world, encouraging them to understand their own cultures and those of others. As agents for change in their global community learning another language or at the very least understand the diversity of the world helps our children fulfil this vision.

What underpins the organisation of our curriculum

Fundamentally, we believe that understanding a modern foreign language increases a child's understanding of their own language, and the building blocks which form this. The process of learning a foreign language reinforces fluency and understanding of grammar, syntax, sentence structure and verbal precision. This is why we focus on the building blocks of language, phonics, grammar and vocabulary in all of our teaching.



The teaching of Spanish mirrors our teaching of English and so we directly teach the skills of speaking, listening, reading and writing. We also use the strategies in our teaching which we know to be effective in the teaching of English in foundation and KS1 such as word frames, scaffolded sentences and writing frames.

Structure of the teaching content

We deliver new content once a week in a 30-minute lesson. Each lesson has elements of all strands, speaking and listening, reading and writing and has carefully selected vocabulary and new phonic knowledge. The structures introduced during this lesson are then followed up on subsequent days with a quick 5-minute recap and focused task. In this way, throughout the week, the learning from the main lesson is reinforced and this daily reminder helps ensure that deep learning has taken place.

We use the Rachel Hawkes scheme for teaching Spanish. This offers support for the non-specialist teacher. Since we have mixed aged classes, the curriculum is organised in 4 strands, rojo, amarillo, verde and azul. Rojo and amarillo have the same sentences and grammatical structures but use different vocabulary. This is also true of verde and azul. This means that all of the children in KS2 will get chance to reinforce and extend their language skills and it does not matter which order the strands are taught in. The progress is built into the scheme,

Learning a language in KS1 and foundation

We recognise that the basis of all of our learning in any subject starts with the experiences the children have in the early years and KS1. Although not statutory we aim to teach simple greetings, numbers and colours and teach the children to respond to basic instructions in Spanish. Listening to songs and stories in Spanish will also help to tune the children in to the sounds of the target language before direct teaching begins in KS2.

Choice of language

We have recently made the change to teaching Spanish having previously taught French. Spanish is proving to have a phonic structure which is easier to learn than French for our children and this scheme helps us deliver our teaching in a way which is more in line with our view of how children learn.

Assessment

Regular assessment of progress will be made each half term on a summative basis. The children will have access to the termly knowledge organisers so they can see what they are expected to learn each term. Formative assessment will take place during each lesson as part of the teaching and learning process. Teachers will use this to refine their questioning and adapt their teaching so all children achieve during the lesson.

This table sets out the detail of the language progression across KS2 curriculum and the expectations of each year group.

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.
	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.
Grammar ¹	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	To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and		To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite),	

	(Oral (S) / Written (W))	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	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
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This table sets out the teaching content for the rojo and amarillo strands for two years of teaching. It is set out over three terms					
	Phonics	Vocabulary [Rojo]	Vocabulary [Amarillo]	Grammar	Context
1	a] [o] source: casa [106]] dos [64]	star [21] estoy [21] está [21] presente [1114] ausente [>5000] aquí [130] allí [197] ola [1245]		to be - I am, s/he is (estar) location	Describing me and others
2	[u] source: universo [1603]	estás [21] sí [45] no [11] en1 [5] ¡Buenos días! [103/65] ¡Buenas tardes! [103/392]		raised intonation questions [estoy, está] + name of Spanish cities	Describing me and others
3	[e] source: elefante [>5000]	cansado [1818] contento [1949] ne rviioso [1521] serio [856] tranquilo [1073] ahora [81] ¿cómo? [151]	activo [1278] enfermo [1092] perdido [1899] preparado [2092] sano [1961] ho y [167] ¿cómo? [151]	to be - I am, you are, s/he is (estar) temporary state	Describing me and others
4	[i] source: idea [247]	clase [320] [en clase] curioso [1811] lento [1569] rápido [870] hoy [167]	clase [320] [en clase] cómodo [2237] pesado [2166] p ositivo [1188] ahora [81]]	singular regular adjective agreement: adjectives that end in –o	Describing me and others

				(change to –a for feminine)	
5	[a] [o] [u]	elegante [2742] feliz [908] triste [1371] ¿dónde? [161] (recycle adjectives)	feliz [908] imposible [1418] increíble [1642] ¿dónde? [161] (recycle adjectives)	raised intonation questions - revisit singular regular adjective agreement (-o & -a) + regular ending in -e or -z + Está... ahora/hoy?	Describing me and others
6	cluster: uno	ser [7] soy [7] es [7] siempre [96] normalmente [1696] (recycle adjectives)		ser (soy & es) for permanent traits	Describing me and others
7	[e] [i]	eres [7] (recycle adjectives) de ¹ [2] Inglaterra [n/a] España [n/a] Perú [n/a]		ser (eres) for origin & permanent traits; revisiting es & soy	Describing me and others
8	[ca] [co] [cu] source: cama [609] cosa [69] cucaracha [>5000]	qué [50] día [65] lunes [1370] martes [3101] miércoles [1816] jueves [1650] viernes [1259] sábado [1179] domingo [693]		ser (es) + day & revisiting estoy + temporary state WH-questions with ¿qué?	Describing me and others
9	[ce] source: centro [317]	tener [19] tengo [19] bolígrafo [>5000] cámara [903] cuaderno [3301]	tener [19] tengo [19] barco [1384] bolsa [1581] caballo [907] cama [609] libro [230] planta [768] un [6] una [6]	un / una – singular indefinite	Saying what I and

		fruta [1925] mochila [>5000] pelota [2270] teléfono [866] un [6] una [6]		article to have having - I have Rojo: una excursión a la montaña Amarillo: la cama de Sofía	others have
10	[ci] source: decir [32]	tiene [19] amigo [210] amiga [210] bicicleta [3684] cama [609] gato [1728]	tiene [19] dibujo [1726] hermano [333] hermana [3409] mesa [525] perro [888] profesor(a) [501] puerta [274]	to have having - I have, s/he has Rojo: un amigo, Max Amarillo: Sofía y Elena	Saying what I and others have
11	ce, ci cluster: cerca [1042] celebrar [886] dulce [1861] cero [1731] cocina [1214]	tienes [19] botella [1878] estuche [>5000] libro [230] pregunta [507] respuesta [488] sacapuntas [>5000]	tienes [19] hoja [916] idea [247] lápiz [3740] mensaje [847] palabra [192] regla [1380]	to have - I have, you have raised intonation questions ¿Tienes un/una...? Do you have a...? Rojo: el estuche de Sofía Amarillo: La mesa de Quique	Saying what I and others have

12	[z] source: zapato [1477]	familiar [1922] globo [3765] silla [1271] tarta [>5000] regalo [1986] bonito [891] pequeño [202] rojo [534]	animal [322] cosa [69] instrumento [1042] papel [393] raro [1005] nuevo [94] viejo [225]	post-nominal adjective gender agreement raised intonation questions Rojo: Una fiesta Amarillo: El club de teatro	Saying what I and others have
13	Rojo & Amarillo Term 1 knowledge quiz (vocabulary, grammar) Un villancico (Christmas carol)				

Week	Phonics	Vocabulary [Rojo]	Vocabulary [Amarillo]	Grammar	Context
1	I source: libro [230] II source: llamar [122]	cantar [717] escuchar [281] hablar [90] necesitar [276] español [262] frase [1037] inglés [583] fantástico [2501] importante [171] normal [1000]	buscar [179] crear [239] presentar [235] usar [317] información [326] país [109] importante [171] divertido [2465] interesante [616]	infinitive verbs = to do something/doing something Rojo: Actividades en clase Amarillo: Un club de español	Saying what I and others do
2	I / II cluster: llama [3059] amarillo [>5000] collar [4362] llover [2134] camello [>5000] lobo [3816] palo	llevar [101] comprar [361] película [944] sombrero [2290] uniforme [2796] con [14]	visitar [792] iglesia [437] mamá [675] museo [1114] papá [865] parque [1354] plaza [806] con [14]	AR verbs - I, you, s/he Rojo: el fin de semana vs la semana Amarillo: el fin de semana	Saying what I and others do

	ma [3182] lavar [1 676]				
3	ga, go source: ganar [295] lago [2151]	caminar [514] nadar [3604] mar [480] montaña [1464] playa [1475] pueblo [244] el [1] la [1] de ² [2] por ¹ [15]	montar [1446] pasear [1741] bicicleta [3684] estadio [2581] madre [226] padre [162] ciudad [178] el [1] la [1] de ² [2] por ¹ [15]	ingular definite articles - el, la Nouns that end in -a / -o plus nouns that end in -e (masc & fem) Rojo: En el aire libre Amarillo: En Barcelona	Saying what I and others do
4	gu source: gusano [4217] ga, go, gu cluster: domingo [693] galleta [>5000] canguro [>5000] gota [2391]	pasar [68] visitar [792] mamá [675] mañana [402] papá [865] semana [301] tiempo [80] por ² [15]	descansar [1749] campo [342] habitación [1069] tarde [392] por ² [15]	AR verbs - I, you, s/he singular definite articles - el, la Rojo: Por la mañana Amarillo: Por la tarde	Saying what I and others do
5	ga, go, gu cluster; ca, co, cu cluster	aprender [428] leer [209] ver [38] deporte [1489] idioma [1159] juego [409] de ² [2]	aprender [428] leer [209] carta [627] noticia [859] revista [920] español [262] inglés [583] de ² [2]	ER verbs - I, s/he Personal 'a' Raised intonation questions Rojo: Actividades Amarillo: El club de leer	Saying what I and others do

6	que Source: paquete [2325] queso [3187]	comprender [434] información [326] instrucción [2158] texto [753]	comer [347] hacer, hago, hace [26] responder (a) [464] actividad [344] bocadillo [>5000] ejercicio [1162] naranja [2924] ordenador [2624]	ER verbs - I, you, s/he Personal 'a' singular definite articles - el, la Rojo: Actividades en clase Amarillo: En el recreo	Saying what I and others do
7	qui Source: equipo [373] quince [1215]	un [6] dos [64] tres [134] cuatro [241] cinco [284] seis [438] siete [603] ocho [641] nueve [991] diez [449] once [1701] doce [1138]		un / una – singular indefinite article tengo, tienes, tiene [+ numbers + nouns] regular plural marking on nouns (-s)	Saying what I and others do
8	Revisit que, qui, ce, ce	hay [haber 13] unos [6] unas [6] cuántos [580] cuántas [580]	tiene [19] unos [6] unas [6] boca [465] cab eza [265] dedo [465] ojo [169] oreja [2095] pie [365]	¿cuántos xxx hay/tiene? unos, unas - plural indefinite article hay / tiene [+ numbers + nouns] Regular plural marking on nouns (-s) Rojo: Carnaval	Saying how many and describing things

				Amarillo: Monstruo	
9	SFC revisit	Revisit: fruta [1925] globo [3765] pelota [2270] queso [3187] sombrero [2289] tarta [>5000] (cognates: pizza [>5000] yoyó [>5000])	hay [haber 13] cuántos [580] cuántas [580]	Rojo: Una historia Amarillo: Repaso	Saying how many and describing things
10	Rojo Term 2 knowledge quiz (vocabulary, grammar)		Amarillo Term 2 knowledge quiz (vocabulary, grammar)		
11	Rojo Term 2 knowledge quiz (phonics)		Amarillo Term 2 knowledge quiz (phonics)		

Week	Phonics	Vocabulary [Rojo]	Vocabulary [Amarillo]	Grammar	Context
1	j Source: ojo [169] Cluster: rojo [534] pájaro [1607] jueves [1650] jirafa [>5000]	cielo [620] medio [395] sol [383] arriba [690] abajo [788]	medio [395] nube [1499] río [496] arriba [690] abajo [788]	Using singular definite and indefinite articles Rojo/Amarillo: Describing pictures (adapting Paisajes para que los pintes) - Gloria Fuertes	Describing things and people
2	ge gi Source: gesto [928] página [598] Cluster: gemelo/a [>5000] genial [2890] colegio [628] imaginar [500]	alto [231] azul [811] bajo [452] gris [1751] Revisit: amarillo, bonito, fantástico, pequeño, tranquilo, triste	alto [231] bajo [452] blanco [372] negro [307] verde [812]	Using a word list for reference Revisit postnominal adjective agreement -	Describing things and people

				o/a, -e, -consonant Rojo/Amarillo: Continuation of picture description	
3	ge gi vs ga go gu	conejo [4728] tortuga [>5000] amable [2707] diferente [293] divertido [2465] inteligente [2167] demasiado [494]	 cumpleaños [3372] mes [288] enero [1173] febrero [1419] marzo [1231] abril [1064] mayo [909] junio [1035] julio [659] agosto [931] septiembre [1150] octubre [1242] noviembre [1434] diciembre [1165] cuándo [138] mi [37] tu [53] en [5]	XXX, ¿Cómo es? singular definite articles & adjective agreement (nouns ending in -e)	Describing things and people Rojo: En el zoo Amarillo: Mi cumpleaños
4	gue gui Source: juguete [3163] guitarra [2706] Cluster: guerra [283] hoguera [>5000] seguir [99] guiso [>5000]	él [9] ella [72] tú [184] yo [28] pero [30]	él [9] ella [72] tú [184] yo [28] chico [727] chica [1159] débil [1946] fuerte [435] grande [66] independiente [1177] pero [30]	Subject pronouns for clarity and emphasis	Describing things and people Rojo: Comparar
5	Revisit several SSC	grupo [200] favorito [2630] mi [37] tu [53] muy [43] también [49] y [4]	ciudad [178] color [358] fiesta [796] persona [108] mi [37] tu [53] preferido [n/a]	Singular possessive adjectives mi / tu Uses of 'de' for possession Revisit SER vs ESTAR 3rd person singular Revisit	Describing things and people

				adjective endings	
6	[ñ][n] Source: español [262] mano [135] Cluster: niña [622] novio [1322] nube [1499] pañuelo [3063]	año [46] hambre [1262] razón [306] se [2214]		Using tener to be 'be' Tener + noun for states, tener + años for age	Describing things and people
7	[r][rr] Source: parar [706] correr [343] Cluster: caro [2179] carro [1857] pera [>5000] perra [888]	amar [700] odiar [2211] abuela [783] abuelo [4796] comida [906] las [1] los [1]	amar [700] odiar [2211] abuela [783] abuelo [4796] comida [906] las [1] los [1]	ingular definite articles [el, la] plural definite article [los / las] Use of definite article after verbs of opinion Singular present tense - AR verbs Personal 'a'	Expressing likes and saying what I and others do
8	[v][b] Source: ver [38] abuela [783] Cluster: banco [728] bolsa [1581] vela [2247] viento [814]	comer [347] jugar [356] llevar ² [101] reparar [570] canCIÓN [981] profesor, profesora [505] después [115]	comer [347] jugar [356] llevar ² [101] preparar [570] canCIÓN [981] profesor, profesora [505] después [115]	Singular present tense - AR and -ER verbs	Expressing likes and saying what I and others do
9	h Source: helado [3024]	cuidar [751] enseñar [610] participar [593] practicar [1595] guitarra [2705] niño, niña [173] trabajo [152]	cuidar [751] enseñar [610] participar [593] practicar [1595] guitarra [2705] niño, niña [173] trabajo [152]	Revisit singular present tense - AR and -ER verbs	Expressing likes and saying what I

					and others do
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