



HIGHER FAILSWORTH PRIMARY SCHOOL



Modern Foreign Languages

Subject Leader: Mrs Burns

RESPECT TEAM



Our Approach to MFL at Higher Failsworth Primary School

Intent

At Higher Failsworth we believe that the early acquisition of Spanish will facilitate the learning of other foreign languages later in life. We want pupils at Higher Failsworth to:

- learn and apply key vocabulary
- develop a sound understanding of Spanish grammar
- become more confident speakers of Spanish
- develop skills in reading and writing Spanish
- have a strong awareness of the culture of Spanish-speaking countries

Implementation

We ensure our pupils receive:

- fun. Interactive lessons
- encouragement to be actively engaged with Spanish
- lessons which develop vocabulary through repetition, speaking and listening, reading, writing skills e.g. through games
- opportunities to participate in role-play in situations the children may find themselves in the future.
- opportunities to develop phonetic skills, memory skills and to further vocabulary .e.g by singing action songs and rhymes
- praise for any contribution they make in Spanish, however tentative

Impact

Through the high quality first teaching of Spanish taking place we will see the impact of the subject in the following ways:

- Children will become aware that a language has a structure, and that the structure differs from one language to another.
- Children will develop their language and communication through development of the four key skills of speaking, listening, reading and writing.
- Children will enrich their language learning by developing an understanding of the Spanish culture.
- Children will transfer to KS3 effectively and successfully and will be well prepared to continue and develop their language skills.



Modern Foreign Languages - Threshold Concepts



Modern Foreign Languages - Speaking Skills

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Phonics, learning the vowels, the numbers 1-15 and how to ask and give their age Other key phonic sounds linguistic focus is gender, articles (definite & indefinite), plurals and adjectives (position & basic agreement). Learning is based on core vocabulary of 9 animal nouns and 11 colours, classroom items, foods The key verbs are 'es' (he/she/it is), 'son' (they are), hay (there is/are). The negative is revisited Introduction to 'también' (also/too/as well), 'pero' (but). Focus on pronunciation, memory, pattern finding, sentence building 	<ul style="list-style-type: none"> Listen to and identify words and short phrases Communicate by answering a wider range of questions Sort words according to sounds Recognise negative statements Recognise categories of words (e.g. body parts, animals) and word classes Use question forms Use phonic knowledge to support accurate pronunciation and to say simple words and phrases Children are able to have short conversations relating to the topic. Show awareness of how speech is structured through placement of adjectives and verbs to nouns. Can pick out vocabulary items from conversation and relate them to images. 	<ul style="list-style-type: none"> Join in a short conversation about their family Describe family members, agreeing adjectives correctly Recognise typical conventions of word order and compare with English Understand and use negative statements Communicate by asking a wider range of questions in e.g. role play, asking opinions Say pet names Say which pets they have and do not have, sports/pieces of music they like and do not like etc. Use plurals Apply knowledge of language rules and conventions when building short sentences 	<ul style="list-style-type: none"> Understand the main points and some detail from a short spoken passage Join in a short conversation Name places that are and are not in the town Say the 6 parts of the verb ir Give a clear presentation in a clear audible voice Use correct intonation Use correct agreements to masculine/feminine words and verbs Understand and use names of transport Ask someone else how they go to school Use hay, es and está to talk about what somewhere is like now Say sentences describing the planets, using actions to help me remember



Modern Foreign Languages - Reading Skills

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Reading phrases from a given sentences • Developing their use of pronunciation from a given word • Make links between some phoneme, rhymes and spellings and read aloud familiar words • Notice the spelling of familiar words • Recognise how sounds are represented in written form • Identify specific sounds, phonemes and words • Memory and performance in that it asks pupils to retell a familiar story 	<ul style="list-style-type: none"> • Demonstrate understanding of letter sounds through verbal practice. • Accurately read a range of short phrases using correction pronunciation and intonation • Read and understand familiar words and short written phrases • Follow a short text while listening and reading, saying some of the text • Read a wider range of words, phrases and sentences aloud • Apply phonic knowledge to decode text • Recognise and apply simple agreements (e.g. gender, plural, singular) • Recognise negative statements • Recognise categories of words (e.g. colours) and word classes 	<ul style="list-style-type: none"> • Decode words • Read and understand some of the main points from a short text • Recognise typical conventions of word order and compare with English • Understand and use negative statements • Use dictionaries • identify key words and facts in a text • Research weather in different places 	<ul style="list-style-type: none"> • Read and understand the main points from a short passage • Read aloud with confidence, enjoyment and expression, in chorus or individually • Read and understand the main points and some detail from a short written passage • Match sound to sentences and paragraphs • Notice and use agreements • Apply knowledge of word order and sentence construction to support understanding of written text • Know how to use a bilingual dictionary to check their spelling and the gender • Find out information about the planets by for example, working out numbers up to 999,999 which are presented in words



Modern Foreign Languages - Writing Skills

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Translating nouns and adjectives • Write some familiar simple words accurately using a model • Write some familiar simple words from memory 	<ul style="list-style-type: none"> • Write some familiar words and phrases (noun & gender and adjectives) without help (from memory) e.g. dates • Copying simple structures e.g. animal descriptions • Use question forms • Use phonic knowledge to support accurate pronunciation and to write simple words and phrases • Recognise and apply simple agreements (e.g. gender, plural, singular) 	<ul style="list-style-type: none"> • Understanding basic grammar • Understand how a simple sentence is written • Write words, phrases and sentences using a model e.g. Write sentences about the pet that someone has and its name • Join simple sentences using y/pero • Write statements using negatives • Apply knowledge of language rules and conventions when building short sentences • Use 1st, 2nd and 3rd person singular forms of familiar verbs. • Discover and develop an appreciation of a range of writing • Use a broad vocabulary in their writing • Write prices in euros • Writing times of th4 day 	<ul style="list-style-type: none"> • Write several sentences from memory • Develop a short text using a model • Write a short text using connectives and hay/no hay to describe what is in a town • Write a short paragraph saying what places are in a town and what you can do there • Notice and manipulate agreements • Write extended sentences including days/dates/time • Use 1st, 2nd and 3rd person singular forms of familiar verbs. • Use time phrases to enhance my writing • Write sentences describing the planets



Modern Foreign Languages - Intercultural Understanding Skills

<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>Identify Spain on a map Begin to understand some similarities and differences in the geography of Spain to the UK Begin to understand that Children in our school speak different languages Understand that Spain is the country and Spanish is the spoken language</p>	<ul style="list-style-type: none"> ● Appreciate the diversity of languages spoken within our school ● Talk about the similarities and differences of social conventions between different cultures ● Identify the country or countries where Spanish is spoken ● Have some contact with the country/countries ● Recognise a children’s song, rhyme or poem well known to native speakers ● Talk about celebrations of which they have experience ● Know about similar celebrations in other cultures ● Compare aspects of everyday life at home and abroad Identify similarities in traditional stories 	<ul style="list-style-type: none"> ● Identify similarities and differences in everyday life ● List some similarities and differences between contrasting localities ● Recognise how symbols, products, objects can represent the culture/cultures of a country ● Recognise how aspects of the culture of different countries become incorporated into the daily life of others. ● Demonstrate understanding of and respect for cultural diversity ● Present information about an aspect of another country. ● Recognise and understand some of the differences between people 	<ul style="list-style-type: none"> ● Identify similarities and differences in everyday life ● List some similarities and differences between contrasting localities ● Recognise how symbols, products, objects can represent the culture/cultures of a country ● Recognise how aspects of the culture of different countries become incorporated into the daily life of others. ● Demonstrate understanding of and respect for cultural diversity ● Present information about an aspect of another country. ● Recognise and understand some of the differences between people



Modern Foreign Languages - Long Term Plan 2022/2023

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Year 3</u>	Greetings Numbers to 15	Classroom items	Colours	Shapes	Food Fruit	Food Vegetables
<u>Year 4</u>	Numbers to 30 Days of the week	Months of the year Birthdays	Parts of the body – head/face	Parts of the body – link with colours Describe parts of the body	Animals Name and describe	Animals Sounding out animal words Match gender to animals
<u>Year 5</u>	Recap time 5 minutes past etc. Food	Family	Sports	Sports and giving an opinion	Numbers -50 Giving distances between places	Telling the time
<u>Year 6</u>	About Spain	Weather	Music	Transport	Places in the town	Then and Now

