

Modern Foreign Languages

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 an 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 and 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

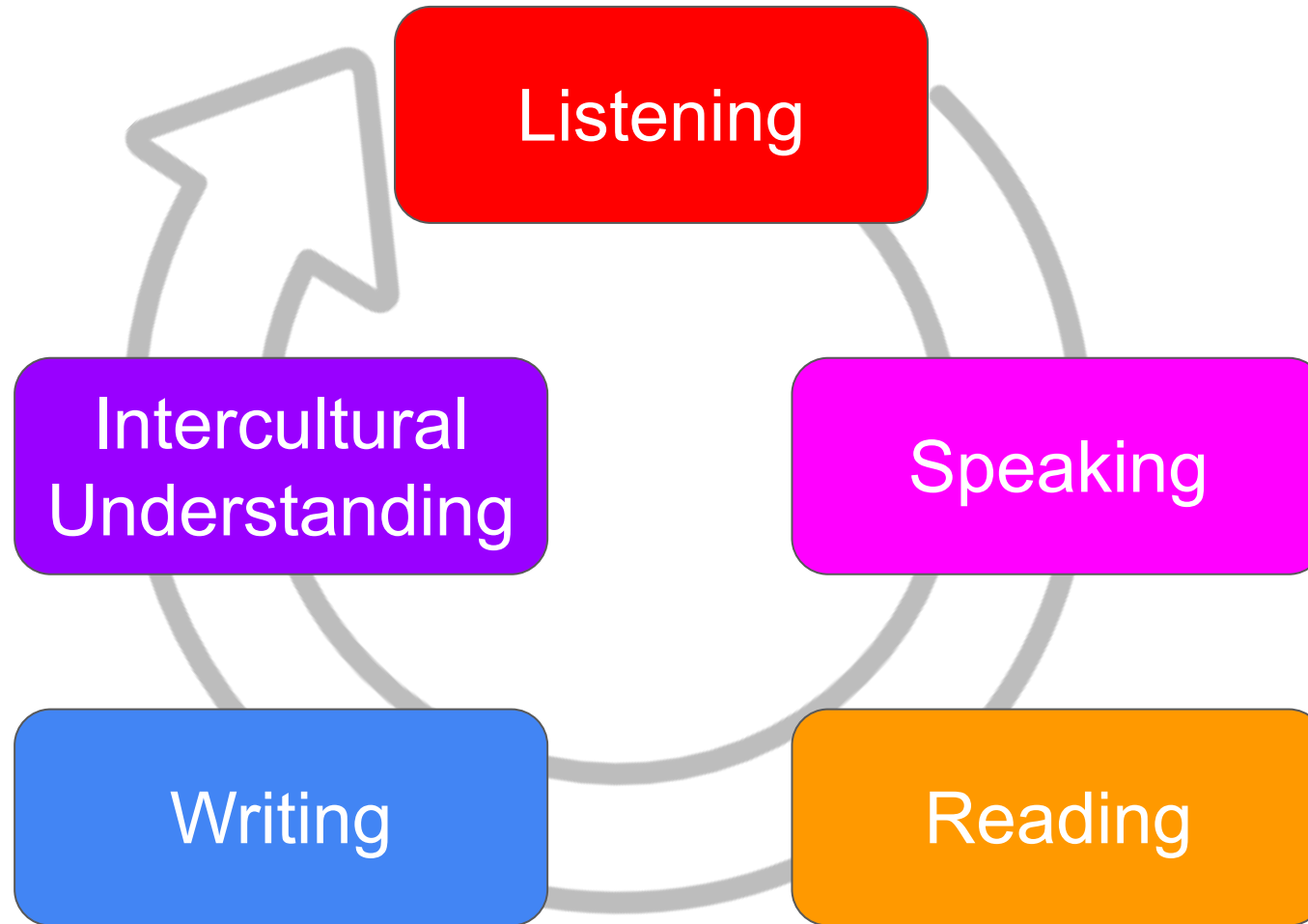
Impact

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 - Language Angels

Language Angels

As a school, we have chosen to support the teaching of Spanish with the use of 'Language Angels' scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons in KS2. Lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult. Children are encouraged and supported to develop their speaking and listening skills through conversational work, video clips, actions, rhymes, stories, singing activities and games. As their confidence and skills grow, children record their work through pictures, captions and sentences, with further emphasis on grammar, sentence structure and dictionary work.

The planning of different levels of challenge (as demonstrated in the various Language Angels Teaching Type categories) and which units to teach at each stage of the academic year will be addressed dynamically and will be reviewed annually as units are updated and added to the scheme and children become more competent and confident in the Spanish language. Lessons offering appropriate levels of challenge and stretch will be taught to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for the language they are learning.

Language Angels units are categorised by 'Teaching Type' to make it easier for the subject leader to choose units that will offer the appropriate level of challenge and stretch for pupils.

Early Language units are entry level units and are most appropriate for our Year 3 pupils or pupils with little or no previous Spanish language learning. As the children progress through KS2 and develop a more concrete understanding of early language, Intermediate and Progressive units will be introduced to extend knowledge further.

In order to ensure children have a solid foundation for their Spanish learning, children in year 3 will work on Early Learning Units, and years 4, 5 and 6 will cover a carefully selected blend of Early Learning, Core Vocabulary and Intermediate lessons appropriate to their level as advised by the programme.

An overview of the skills progression of Language Angels units can be found on the next slide.



Language Learning Skills Progression KS2

	Year 3	Year 4 (Assuming at least 1 year of previous foreign language learning)	Year 5 (Assuming at least 2 years of previous foreign language learning)	Year 6 (Assuming at least 3 years of previous foreign language learning)
Listening	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Reading	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writing	Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.
Grammar	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.



Modern Foreign Languages - Long Term Plan

	<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>	I'm Learning Spanish	Animals	Musical Instruments	I know how...	Fruits	Ice creams
<u>Year 4</u>	Seasons	Vegetables	Shapes	Presenting Myself	In the classroom	At the cafe
<u>Year 5</u>	My family	What Is The Date?	My home	The olympics	Habitats	Planets
<u>Year 6</u>	The weather	Do you have a pet?	Clothes	At school	At the weekend	Vikings