



MFL

Curriculum Rationale

At Our Lady of Lourdes RCP School, we are all linguists! We want the children to experience the thrill of communicating with others in a foreign language, embracing the school motto –‘I can do great things with God’s love.’

The MFL curriculum has been carefully designed so that our pupils develop their knowledge and understanding of foreign languages and the people that use them. We want all our pupils to remember their MFL learning in school, to cherish these experiences and embrace the opportunities they are presented with – to realise that communicating with others in their own language is a fantastic gift that all too few people in our country possess.

Curriculum Intent

In Spanish lessons we try to provide children with varied classes, combining the fun of learning a foreign language through song and games with an introduction to more structured teaching of grammar. Emphasis is still placed on listening and speaking. Children read Spanish too, however, and as a rule of thumb, we look to do one written piece of work each half-term, be it in books or for exchange with partner schools.

One of our main aims is to help children to see that language learning is nothing to be afraid of – many Spanish words look like English words, for example. The children do not immediately believe the teacher’s assertion that ‘Spanish is an easier, more logical language than English’ but nevertheless quickly learn, for example, that pronunciation of Spanish words is relatively easy and consistent.

All learners will:

- Access 30 minutes of Spanish a week in KS2 and be able to share introductory Spanish on an informal basis in EYFs and KS1
- Experience a rich and varied Spanish curriculum with emphasis on speaking and listening
- Produce written Spanish at an appropriate level and share some of this work with partner schools
- Learn from staff with fluent Spanish
- Be encouraged to enjoy foreign language learning and see its advantages

MFL Implementation

As part of our planning process, teachers need to plan the following:

- A cycle of lessons for each subject, which carefully plans for progression and depth concentrating on the MFL skills suited to the age group;
- Challenging questions for pupils to apply their learning in a philosophical/open manner;
- Use of a variety of resources, to give our children the opportunity to listen to, speak, read and write Spanish;

The emphasis is on making language learning fun through song and games. However, as mentioned above, the fluency of our staff in Spanish means that some time is also devoted to grammar and pronunciation. The concept of nouns and adjectives having a gender, for example, is quickly introduced. In Spanish we teach children to 'say what we see' – word endings follow the same rules (unlike the – 'ough' in English, for example) and there is no Spanish equivalent to words like 'perfect' or 'abuse' that can be pronounced differently in our language.

Staff can observe and emulate the good practice of our fluent speakers and use the online materials that we purchase at Our Lady of Lourdes (Purple Mash, Linguascope, Babelzone) to reinforce learning.

MFL Impact

We use both formative and summative assessment information in MFL. Assessment informs learning, to ensure that all pupils including disadvantaged/SEND achieve and acquire the knowledge, skills, and concepts they need to succeed in life. Staff uses assessment information to inform short-term planning and address misconceptions. This helps us provide the best possible support for our pupils. The end points for each phase have been carefully mapped out and further broken down. This means that the essential knowledge, skills, and concepts in MFL are progressive and build year on year.

Our well-constructed MFL curriculum leads to pupils' successful learning. This is evidenced in the outcomes within class books and practical work produced. Pupils are well prepared for the next steps and stages of their learning due to the progressive and well sequenced curriculum. As a result, pupils make excellent progress - they know more and remember more as they move through the MFL curriculum at Our Lady of Lourdes RC Primary.

Purpose of study

Learning a foreign language is a liberation from insularity and provides an 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. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

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.

Subject content

Key stage 2: Foreign Language

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures, and vocabulary. The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3. 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 Languages – key stage 2 understands 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.

Differentiation

It is recognised that all pupils must be given opportunities to show what they know and can do. Recognising the different abilities within a class means that teachers must plan at a class, group, and individual level.

This involves using a range of teaching styles which match the experience of all pupils within the class and begin to cater for different abilities

Various strategies are employed to allow pupils to achieve:

1. Common tasks, which will expect different outcomes.
2. Stepped tasks, with a common starting point but which aim to extend more able and talented pupils.
3. Grouping, in which pupils work on a task designed for that group.
4. Different resources, same task, which modifies the amount of information given to some pupils.
5. Independent learning - finding answers from a range of resources.
6. Challenges to stretch the thinking of those who have achieved the lesson objective.

Assessment and Recording

Teachers allow for assessment to be made during an MFL lesson using discussion, question and answer techniques and in encouraging pupils to communicate findings to others. This will be recorded in lesson evaluations. At the end of each unit of work in KS2, teachers will record achievement of pupils using our school assessment procedures for the subject. This will identify the expectations for each unit and pupils who achieve at a level above or below these expectations will be identified. This will provide formative assessment and inform future planning needs.

Spanish Curriculum Overview 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Intro to Spanish Phonics	Intro to Spanish Phonics	Transport and basic directions	Days and months, birthdays	Spain Jobs	Number to 20
Year 4	The Body	The Family	Transport and basic directions	Days and months, birthday	Spain Jobs	Number to 100
Year 5	The Body Basic questions – how, what	The Family Christmas traditions	Transport Compass Rose Spanish speaking countries	Time Dates	Spain Jobs Past tense	Number to a million
Year 6	The Body Basic questions – how, what	The Family Christmas traditions	Transport Compass Rose Spanish speaking countries	Time Dates	Spain Jobs Past tense	Number to a million