



love the journey

Curriculum Implementation 2023-24

Primary

LCA Strand	Languages
Subject	MFL

<p>What are the key concepts taught?</p>	<ul style="list-style-type: none">• The main objective for teaching Modern Foreign Languages is to promote the early development of linguistic competence. Learning a language enriches the curriculum and we aim for our young pupils to enjoy and be challenged and engaged by MFL, in order to become confident, successful learners.• The MFL curriculum is a spiral curriculum which constantly revisits and extends language learned. It is a continuous programme which builds language and increases in complexity and depth throughout the primary phase.• The Modern Languages curriculum is based upon the three pillars of progression- phonics, vocabulary and grammar of the language taught, Spanish. <p><u>Phonics:</u></p> <p>Explicit consideration is given to developing knowledge of phonics and pronunciation. Phonics link sounds to writing, namely the sound spelling link.</p> <p><u>Vocabulary:</u></p> <p>A range of commonly used words, especially simple and common verbs, are introduced systematically and revisited regularly in different contexts.</p> <p><u>Grammar:</u></p> <p>There is a clear sequence of simple grammar which is revisited regularly and in different contexts.</p> <p>The range and complexity of these key strands will develop over time and are evidenced in utterances produced and language understood.</p>
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	<p>At primary level, the key concepts are developed through listening, speaking, reading and writing skills which combine the three pillars, with the following purpose:</p> <ul style="list-style-type: none"> • 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 • Describe people, places, things and actions
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<p>What is the sequencing of units?</p>	<p>EYFS</p> <p>Modern Foreign Languages is not taught as a formal subject in the Early Years at Liverpool College but at this stage, we aim to explore the rich cultural and linguistic diversity that exists both within the context of our school and the world. Young children will often accept the environment with which they are presented and this is the optimum time to introduce them to languages and cultures other than their own.</p> <ul style="list-style-type: none"> • The ‘Understanding the World’ part of the EYFS curriculum introduces children to different cultures and languages through learning about festivals such as Diwali, Eid and Chinese New Year. • The ‘British Values’ part of the EYFS curriculum helps children to develop mutual respect for faiths and a sense of identity and understanding of their place in the world. <p><u>Key Stage 1</u></p> <p>Modern Foreign Languages is a non-statutory subject nationally at Key Stage 1 but at Liverpool College, there is one timetabled Spanish lesson per week in Year 1 and 2. Young children at this age naturally absorb other languages and their sounds and patterns, informally and unselfconsciously, through play and fun activities. Lessons are predominantly based around listening and speaking skills at this stage, with the aim of creating confident communicators who are curious about language and attempt to use it creatively.</p> <p>MFL Schemes of Work in Key Stage 1 are based on the Liverpool School Improvement Schemes of Work.</p> <p><u>Chapter 1</u></p> <p><u>Unit 1</u></p> <ul style="list-style-type: none"> • Vocabulary – Greetings and Spanish culture; numbers 1-6, say how you feel, say your name, colours, classroom commands, Christmas vocabulary and culture • Grammar – Imperative, 1st/2nd person – high frequency verbs, interrogative – 1st/2nd person
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- **Phonics** – recognition of some new sounds in Spanish – ll, j phonemes

Unit 2

- **Vocabulary** – further classroom instructions, say your age, animals; join in with an animal story, further colours, sea life, family, Easter vocabulary and culture
- **Grammar** – gender, indefinite article, word order, position of adjectives (colours)
- **Phonics** – z, o phonemes

Unit 3

- **Vocabulary** – fruit, expression of fruit preferences, ice cream flavours, ordering ice cream ¿Qué quieres? – Quiero, currency – euros ¿Cuánto es? Es... numbers 1-15, say how many there is of something
- **Grammar** – gender, indefinite article, word order, position of adjectives (colours) interrogative – 3rd person - es
- **Phonics** – h, rr phonemes

Chapter 2

Unit 1

- **Vocabulary** – Greetings and Spanish geography; classroom instructions; weather phrases; negative weather phrases; say what the weather is like in different cities; numbers 1-20, sports, express sports likes and dislikes; Christmas vocabulary and culture
- **Grammar** – interrogative – 3rd person – hace, negatives, simple sentences
- **Phonics** – ll, qu phonemes

Unit 2

- **Vocabulary** – numbers 1-20; months of the year; say your birthday month; days of the week; say what day it is today; parts of the body; directions; Easter vocabulary and culture
- **Grammar** – gender, plurals, possessive, connectives
- **Phonics** – z, j phonemes

Unit 3

- **Vocabulary** – family; animals; numbers 1-20, food and drink; ordering food and drink ¿Qué quieres? – Quiero, currency – euros ¿Cuánto es? Es... Say I am hungry and thirsty
- **Grammar** – gender, plurals, 1st and 2nd person of the verb querer, negatives, possessive, simple sentences
- **Phonics** – o, a phonemes

Key Stage 2

The languages Scheme of Work is followed in Key Stage 2 but has been adapted to the context of our school. The four skill areas, listening, speaking, reading and writing are developed at this level.

Chapter 3

Unit 1

- **Vocabulary** – Greetings and Spanish culture;
- classroom instructions; animals vocabulary; numbers 1-20, memorisation and storytelling, saying names, Christmas vocabulary and culture
- **Grammar** – gender, plurals, connectives, simple sentences
- **Phonics** – soft ci, r, i phoneme

Unit 2

- **Vocabulary** – Spanish names; colours; opinions; memorisation and storytelling; numbers 1-30; Spanish maths, addition and subtraction; age; Easter
- **Grammar** – word order; position of adjectives; tener – first, second person
- **Phonics** – hard c; r, u, l, hard g phonemes

Unit 3

- **Vocabulary** – present names; memorisation and storytelling; numbers 1-40; days of the week; Spanish festival project
- **Grammar** – definite and indefinite article; quisiera
- **Phonics** – e, a, j, r phonemes

Chapter 4

Unit 1

- **Vocabulary** – Revision of animals and classroom instructions; using a Spanish dictionary; parts of the body, colours, description; storytelling and Christmas
- **Grammar** – the negative form 'no'; agreement of adjectives; word order; position of adjectives; son
- **Phonics** – soft c, z, a phonemes

Unit 2

- **Vocabulary** – Revision of numbers 1-31; Spanish maths – division and multiplication; food; opinions about food; traditional Spanish food; Goldilocks story; quiero; Easter, Las Fallas
- **Grammar** – me gustan with plural nouns
- **Phonics** – hard c; ll, qu, ch phonemes

Unit 3

- **Vocabulary** – dates and birthdays; revision of days and months and numbers 1-31; personal descriptions – hair/eye colour; family members; clothes; further dictionary skills; Spanish festival project
- **Grammar** – position and agreement of adjectives
- **Phonics** – j, soft c, ll, i phonemes

Chapter 5

Unit 1

- **Vocabulary** – revise opinions; sports; sports clothing; weather; pets; numbers 1-50, Christmas vocabulary and The Three Kings day
- **Grammar** – verb tener; negatives; gender, nouns; preposition - para
- **Phonics** – i, j, qu phoneme

Unit 2

- **Vocabulary** – revise dates; months; dictionary skills; legend; numbers 1-60; school subjects; subject preferences; primary school in Spain; transport; Easter
- **Grammar** – gender; me gustan and plural nouns; questions; porque... and adjectives; agreement of adjectives; the verb ir
- **Phonics** – silent h, u phonemes

Unit 3

- **Vocabulary** – classroom items; prepositions; alphabet; festival project
- **Grammar** – possessive adjectives; the verb estar and prepositions; the simple future ir + infinitive
- **Phonics** – hard c, j phonemes

Chapter 6

Unit 1

- **Vocabulary** – Verbs Tener and ser; questions; numbers 1-100; time; daily routine; Christingle Christmas performance
- **Grammar** – verbs tener and ser; es + time
- **Phonics** – revise all phonemes

Unit 2

- **Vocabulary** – where you live; rooms in the house; house descriptions; places in the town; directions; Easter
- **Grammar** – word order; position of adjectives; agreement of adjectives; third person tener - tiene
- **Phonics** – revise all phonemes

Unit 3

- **Vocabulary** – food; ordering food at a café; numbers 1-1000; traditional Spanish food; menus; alphabet; festival project
- **Grammar** – preterite; quisiera

How do we encourage pupils to see the links between different units and concepts?

The three pillars of language learning, vocabulary, grammar and phonics, are strands which run through all MFL units and combine together in the development of listening, speaking, reading and writing skills in KS2.

Each unit of work provides opportunities for pupils to continuously develop, revisit and explore new skills which are often transferable.

	<p>Pupils are encouraged to see links between different units and concepts:</p> <ul style="list-style-type: none"> • through explicit links between units eg tengo un animal, moving to tengo 5 años • through the objectives for each lesson which relate to key concepts and purpose for the unit • by questioning pupils and encouraging them to reflect on where they have come across content or skills previously • by encouraging pupils at the beginning of a unit to articulate what prior knowledge and skills they could build on to achieve the planned objectives • using monitoring, pupil voice and progress point data to reflect upon and improve learning outcomes • by using relevant and cultural experience about countries to support their learning <p>Skills are revisited throughout KS2 with the aim that pupils make steady progress from their individual starting point.</p>
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<p>What are the planned opportunities for adaptive teaching, including for SEND, the more and able and disadvantaged pupils?</p>	<p>Modern Languages teaching aims to provide a differentiated, inclusive curriculum that extends and fulfils the needs and potential of every learner, irrespective of their ability or disadvantage. Modern Languages lessons are inclusive to all children.</p> <p>Adaptive teaching is provided by:</p> <ul style="list-style-type: none"> • using peer / teacher support • adaptive teaching -modifying tasks and activities, taking into account individuals strengths and weaknesses and enabling them to participate at the appropriate level. • providing resources of different complexities, matched to the ability of the child • setting common tasks which are open-ended and can have a variety of responses • using the graded system of questioning <p>Learning opportunities are provided which match the needs of children with SEND. All pupils are included through adaptive teaching. The graded system of questioning in lessons enables all pupils to be challenged orally.</p> <p>In other skills areas, differentiated tasks allow pupils to select a level which will challenge them according to their ability.</p> <p>More able children are taught with their own class and their needs are catered for through differentiated work and extra challenges. Clear procedures for the early identification of pupils who demonstrate a talent for Modern Foreign Languages are in place.</p> <p>There are many opportunities both in and beyond the classroom for children with a talent for languages such as online apps and competitions eg Languagenut. More able children are chosen to be Spanish ambassadors and lead activities in class. The Language</p>
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	<p>Leaders programme enables pupils to teach younger children. Zoom calls allow pupils with ability in MFL to converse with native speakers. Cultural language days are organised so that pupils may identify with the Spanish culture. Creating Spanish films allows pupils to record themselves speaking at length in the target language.</p> <p>The development of second languages for more able learners is also available through online apps, Linguagenut and activity sessions eg Fantastic French.</p> <p>Wilton Trust funding is used to support more able activities.</p> <p>PP unit descriptors set purposeful, achievable targets for all ability levels.</p>
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<p>What are the planned opportunities for retrieval and reflection by pupils?</p>	<p>Starter activities designed to improve memory retrieval take place at the beginning of each lesson. This provides opportunities for pupils to retrieve knowledge previously taught.</p> <p>Self- assessment and PP tasks at the end of each unit provide pupils with the opportunity to reflect on what they have learned and achieved.</p>
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<p>What are the opportunities for feed forward by the teacher post assessment outcomes?</p>	<p>Following on from each progress point, pupils set a target for development during the next progress period.</p> <p>Pupils are encouraged to reflect on their previous achievements and consider one area to improve upon during the following unit(s).</p>
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<p>What are the planned opportunities for developing Reading?</p>	<p>Reading in the target language, Spanish, is an integral part of the MFL curriculum. Decoding language and application of phonic knowledge is challenging and fun for pupils as well as deepening their knowledge of the language and developing syntax and vocabulary. It offers them a sense of achievement and develops a skill for life which will enable them to access information in the language.</p> <p>More able learners are encouraged to read texts freely to extend their MFL vocabulary.</p>
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<p>What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?</p>	<p><u>Literacy</u> Learning a Modern Foreign Language naturally contributes to the development of children's listening and speaking skills. It also develops their grasp of linguistic features such as rhyme, rhythm, stress and intonation and helps them to understand the concept of register. It helps to revise grammatical terms and enhances skills used in English, such as using a dictionary. Different forms of writing</p>
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may also be practised, for example letter writing when writing to pen pals.

The literacy skills of reading and writing are supported by and reinforce the development of oracy. They are likely to take on greater prominence as children become familiar with the relationship between sounds and letters in the new language and apply this knowledge in their reading and spelling. As they increase their understanding of the language, they gain increasing access to different forms of text – simple stories, poems, information texts, advertisements, letters, messages – in paper and electronic forms. Children have opportunities to apply their skills and understanding to read, enjoy and make use of a wide range of texts. They should be able to write simple sentences and short texts for different purposes and audiences, often using a frame or model to help them structure meaning. Children use the skills of reading and writing to develop a basic knowledge of the writing system, the spelling and the structure of the language. In doing this, they reinforce and expand their knowledge and understanding of their own language(s).

Mathematics

Numbers feature frequently in Modern Language teaching and mental maths and number games help to reinforce children's counting and calculation skills. Children reinforce their time-telling skills by playing time-related games in the foreign language and also expand their understanding of dates and increase knowledge of currency and exchange rates.

Oracy

Oracy (listening, speaking and spoken interaction) is practised in all lessons in MFL. Children are encouraged to express themselves confidently and coherently; to give opinions and understand others' points of view. A strong focus on oracy helps pupils to develop communication skills, independence and self-esteem.

Oracy has a more prominent place in language learning than in most other areas of the curriculum. In the early stages, children spend much of their time listening, speaking and interacting orally and are given regular and frequent opportunities to listen to a good model of pronunciation. This emphasis on exposure to the sound patterns of the new language is particularly important as children are reliant on the classroom to provide most of their spoken language experience. Children listen to the teacher, to songs and rhymes, to each other and to native speakers, to recorded and on-line speech and songs, recognising familiar and unfamiliar sounds. They reproduce these sounds themselves and create phrases and sentences. They engage in simple conversations to obtain and provide information and exchange opinions. In doing this, they reinforce and expand their knowledge and understanding of their own language(s).

Spiritual, moral, social and cultural education

By teaching a Modern Foreign Language, we contribute to pupils' cultural education. Pupils learn that many societies are multilingual

and multicultural. They are taught about festivals and customs related to the countries in which the language is spoken. They have the opportunity to hear stories set in the foreign culture. Pupils also learn to foster tolerance and appreciation towards other cultures. They learn to celebrate difference.