

MFL Spanish At Lawn

Images are links to documents

Intent Statement

We believe that Modern Foreign Languages gives children the opportunity to explore issues of identity and diversity by considering similarities and differences between peoples, places, cultures and languages. MFL will provide opportunities to explore global issues while developing reading, writing and spoken language skills.

We hope to develop awareness of global interconnectedness as languages are continually evolving and borrowing from each other (making links to our teaching of spelling too). This will help children to develop knowledge and appreciation of different cultures and prepare them for being global citizens.

Through MFL children will have the chance to explore diverse national and regional contexts in which languages are spoken across different continents, for example Spanish being spoken in South America as well as in Spain.

Implementation: Resources

- Language Angels– fully comprehensive scheme with resources provided.
- Visits from native speakers of Spanish, including family members of children at the school.
- Assemblies linked to important events from the Spanish speaking world to enhance children's cultural capital.

Implementation: Scheme

We use the Language Angels units and website to support our teaching of MFL, ensuring coverage of knowledge and skills from the National Curriculum.



Implementation: Planning

From Years 3 to 6 units are selected from the Language Angels programme.

Year 3 complete units from the Early Language Learning modules, which lay the foundation for MFL focussing on using simple vocabulary and phrases.

Year 4 and Year 5 complete units from the Intermediate modules, where more verbs are learnt along with some conjugation and conjunctions to allow more complex grammar to be used.

Year 6 complete units from the Progressive units, which combine more elements for a more challenging experience, e.g. times, verb conjugation and opinions.

Implementation: Curriculum links

Our Spanish units are stand-alone and do not link to our curriculum. However, we do make links between the teaching of phonics in Spanish and children's prior knowledge in the learning of English phonics. We explore common etymological connections between Spanish and English words, which share a Latin root. We also highlight connections in Geography where a Spanish speaking country or region is the focus.

Implementation: Lesson Sequence

Spanish lessons begin in Year 3 and are taught weekly across throughout Year 3 and Year 4. Each lesson is 30-40 minutes long. This to ensure a solid grounding in Modern Foreign Languages.

In Year 5 and Year 6 children complete 3 modules per year, with longer sessions of up to 1 hour to allow a more in-depth study of each unit.

Units begin by introducing new vocabulary, e.g. 10 new nouns, which are used throughout the 6 lessons in the topic. In each subsequent lesson 2-5 new phrases, questions and responses are added, building upon the 10 initial words.

In lesson 6 there is always an assessment task.

Implementation: T&L / Pedagogies

Each Spanish lessons begins with 5-10 minutes of 'conversational fluency' practice. This is where children use their speaking and listening skills in conversation with a variety of partners and become confident in the basic conversation questions and responses for their year group. These are added to each year as children move up through the school, so that their conversational repertoire increases and becomes more spontaneous.

Following this speaking and listening practice, the Language Angels slides are used with all vocabulary pre-recorded by native speakers, allowing non-fluent teachers to learn alongside their students. Children join in throughout, giving them opportunities to learn new vocabulary, phrases and grammatical structures.

Each lesson in weeks 1-5 concludes with a task that practices reading and writing skills.

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Implementation: Environment

- Spanish display on a window in each of the Year 3 to 6 classroom shows the vocabulary for the current unit.
- The relevant 'conversational fluency' questions and responses are also on display to support children's recall of these and to use during whole class practice.
- Classrooms have salutations and greetings such as 'Buenos dias' displayed on the door when entering and leaving.
- During the afternoon register children answer with 'buenas tardes' to increase the frequency with which they hear and speak Spanish.

Implementation: Feedback

We gather feedback by:

- checking with the whole class and providing live AfL.
- Recording 'conversational fluency' and end of unit outcomes between children, including those who are on track, working towards and working at a greater depth in Spanish, feeding into monitoring.
- Additional teacher support with live feedback during independent tasks for SEN and children working towards in MFL.

Implementation: How Groups are Supported (SEND, GDS, PP, disadvantaged, EAL)

- All teachers are teachers of SEN, EAL and PP.
- Language Angels provide differentiated tasks for SEN children.
- EAL children are engaged through active connection to their home languages during Spanish lessons, e.g. links made with Italian words.
- EAL native speakers of Spanish are invited to share their language skills with their peer during MFL lessons.
- EAL native speakers and their family members get involved in special events, e.g. ice-cream or Spanish café events.

Implementation: Response to Covid

The teaching of MFL was substantially affected during the lockdowns. In 2021-22 we followed a recovery curriculum with year groups learning Early and Intermediate units as necessary, rather than progressing on as will occur this year.

This year, the current Year 6 children will begin with an Intermediate unit, before progressing onto Progressive to allow the recovery to continue.

Impact: Assessment

End of unit assessments are part of each Language Angels module and cover all four skills of reading, writing, speaking and listening.

AfL: occurs during the lessons, with teachers repeating tricky vocabulary or grammar as needed. Extra activities such as songs and games can be used to reinforce vocabulary too.

Impact: Monitoring

- Book-looks
- Evidence of speaking and listening 'conversational fluency' practice and end of unit outcomes on TEAMS.
- Lesson observations and drop-ins
- Pupil voice
- TT Partnership Reviews

Impact: Evidence

Any written tasks for each unit are stuck into the topic books. Speaking and listening evidence is recorded at the end of each unit to show progress in 'conversational fluency' and outcomes related to the module itself for children working at the expected level, working towards and at a greater depth in MFL.

Use of digital outcomes is also encouraged, with ipads being used for speaking and listening tasks, as well as reading and writing.

End of unit assessments can be found either in topic books or as digital outcomes on ipads.