

Haydock English Martyrs Key Skills Progression: MFL - SPANISH

Level expected at the End of Foundation Stage

N/a

Key Stage 1 National Curriculum Expectations

N/a

Key Stage 2 National Curriculum Expectations

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.

DfE Attainment targets

1. listen attentively to spoken language and show understanding by joining in and responding
2. explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
3. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
4. speak in sentences, using familiar vocabulary, phrases and basic language structures
5. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
6. present ideas and information orally to a range of audiences*
7. read carefully and show understanding of words, phrases and simple writing
8. appreciate stories, songs, poems and rhymes in the language
9. broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary



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10. write phrases from memory, and adapt these to create new sentences, to express ideas clearly
11. describe people, places, things and actions orally* and in writing
12. understand 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.

Intent

At English Martyrs Primary School we have chosen to teach Spanish as our Modern Foreign Language to all our KS2 pupils. We believe that many children enjoy speaking another language and that the earlier a child is exposed to a language, the faster that language is acquired. Learning a new language opens doors to a world of opportunities, from improving literacy skills, to developing self esteem and widening cultural awareness.

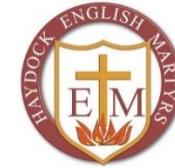
Children will make progress in the four skills of listening, speaking, reading and writing of the Spanish language. They will develop accurate pronunciation through exploring the phonics of the language and listening to native speakers. They will develop some understanding of basic grammar (nouns, adjectives, some common present tense verbs). They will develop the ability to construct simple sentences, moving to joining these sentences together. They will learn how to use resources to support their language learning such as bi-lingual dictionaries. They will also learn about the culture of Spain and some Spanish speaking countries and develop their inter-cultural understanding skills.



Implementation

The overall focus for Spanish is fun, involvement and achievement. The main emphasis is on oracy. The language is taught through interactive software, songs, games, stories, flash cards and other visual aids. We use the Primary Language Network plans and resources and these are forming a base for our own Medium Term Plans which are currently under development. We aim to incorporate not only the vocabulary we want the children to learn but opportunities to have fun and actively participate in all aspects of language learning. Each session introduces a focus and recap on previous lessons to reinforce skills and learning. Our Long Term planning follows a 2 year curriculum cycle which covers a range of topics and provides opportunities to revisit and further develop some key vocabulary. 'Over-learning' of vocabulary and the use of actions and songs help to embed some key questions and vocabulary.

Class teachers plan their weekly lessons to follow the Medium Term plans using native speaker clips where possible, support is available in school from the MFL co-ordinator who as a Spanish Specialist Teacher has experience of teaching Spanish across EYFS, KS1 & KS2.



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Impact

Children's progress is monitored throughout each topic, during feedback and activities. Assessment focuses on the 2014 National Curriculum attainment targets and is recorded by the teacher on a spreadsheet using a red/amber/green system. Children have their own workbooks which they add to. This year (2019-2020) we have been able to utilise the skills of the MFL co-ordinator who is a Spanish Specialist teacher, to teach across the KS2 classes. Some changes have been made to how teachers are recording lessons – using photographs, creating a table in which the children can record new vocabulary which enables the children to collate vocabulary during more practical lessons based on oracy.

Children receive verbal feedback during and at the close of the lesson. We recognise that there are children of different abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- providing an environment in which every effort is praised and participation encouraged
- tasks are targeted carefully and expectations and outcomes varied
- support is provided through whole class, paired or group work
- using classroom assistants to support the work of individuals or groups of children

Long term plans build on prior knowledge and the language skills that the children develop build over the course of the 4 years in KS2 – see the progression document. We are looking at developing a more robust assessment tool by using Classroom Monitor so that we may identify strengths and areas for development with more specific detail.

Skills	LKS2		UKS2	
	Year 3	Year 4	Year 5	Year 6
Listening	Can understand a few familiar spoken words and phrases.	Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.	Can understand the main points from a series of spoken sentences (including questions) may require some repetition.	Can understand the main points and some detail from a short-spoken passage with comprising of familiar language.
Speaking	Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker.	Can ask and answer simple questions and give basic information. Can pronounce familiar words and some new words accurately.	Can ask and answer simple questions on several topics and can express opinions. Can take part in brief pre-prepared tasks such as short presentations and role plays.	Can take part in a simple conversation and can express simple opinions. Generally accurate pronunciation (to a sympathetic native speaker).



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Reading	Can recognise and read out a few familiar words and phrases.	Can understand simple written phrases . Can match sounds to familiar written words.	Can understand the main point(s) from a short-written passage in clear printed script . Can use bi-lingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words.	Can understand the main points and simple opinion of a longer written passage (e.g. letter, recipe, poem, story, an account) . Can use a bilingual dictionary to access unfamiliar language.
Writing	Can write or copy a few simple words or symbols as an emergent writer of the target language.	Can spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.	Can write two or three short sentences as a personal response , using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.	Can write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verb in the present tense on a familiar topic using reference materials, support if necessary