



## MFL Curriculum at Crompton School



### Intent

At Crompton Primary School, we aim to inspire and excite our pupils so they develop a genuine interest and positive curiosity about foreign languages. Learning an additional language will also offer pupils the opportunity to explore and develop a deeper understanding of other cultures and the world around them, with a better awareness of self, others and cultural differences. Our ultimate aim is that pupils feel keen and able to continue studying languages beyond Key Stage 2, and become life-long language learners. The language we teach at Crompton is Spanish.

The intent is to use a wide variety of topics and resources, and that the learning content will be reviewed annually and adjusted as necessary. This will ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase and, in so doing, will be relevant and in line with meeting national DfE requirements. The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary grammar will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning. We expect all pupils to achieve their full potential by encouraging high expectations and excellent standards.

### Implementation

All classes have access to a regular high-quality foreign languages curriculum delivered. We currently use Language Angels as our main resource for planning, assessing and teaching material. The units are divided into Early, Intermediate and Progressive levels of challenge with the Early units mainly used in EYFS and KS1. Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language. Children are taught how to listen and read longer pieces of text gradually in Spanish, and they will have lots of opportunities to speak, listen to, read and write what is taught throughout all units at all levels of challenge. The whole school curriculum map shows suggested topics which may be changed if a different topic is seen to be more suitable for the stage of language development, or if it beneficial to work cross-curricular.

In addition to regular classroom lessons, we have an annual Hispanic event, and we also link with other schools to exchange letters, cards and sing together, for example.

### Impact

At Crompton, we believe that the impact of regular, well-planned, language lessons ensures that pupils continuously build on their previous knowledge as they progress through the primary phase. By using a variety of interesting resources and bringing languages to life by exploring and connecting with Hispanic countries and cultures, children's interest, understanding and curiosity for the wider world will grow, and the foundations of understanding and using the Spanish language will be established.

### Inclusive Practice

When we are getting things right for our learners with SEND, we are getting it right for all learners. Inclusive Practice means we use approaches that are effective for learners with SEND. This will provide all learners with opportunities to learn in small steps and carefully build upon their prior knowledge. This is done through a range of approaches including:

- creating a language rich environment which is vital to closing the gap between learners with SEND and their peers and enabling future attainment.
- demonstrating what we want learners to do and show them what we mean.
- using physical resources to help abstract concepts become more accessible and meaningful and recognise the value of Dual Coding.
- reducing Cognitive Load and activate children's prior knowledge/schema through a connected curriculum that builds on prior learning, knowledge and skills and provides regular opportunities for learners to practise recalling what they have learnt, to help them easily access this information when it is needed.



**By the time they leave, pupils will:**

- Enjoy communicating their ideas and thoughts using the Spanish language
- Have participated in singing songs and following stories in Spanish.
- Be able to engage in Spanish conversation: ask and answer questions, express opinions and talk about themselves
- Have a range of vocabulary and knowledge of basic grammar e.g. pronouns, gender, articles, some verb conjugations
- Have accurate pronunciation and intonation of the vocabulary that has been learned
- Be able to read and understand written Spanish containing the vocabulary and grammar that has been learned
- Be able to write about people, places, things and actions using the vocabulary and grammar that has been learned
- Know where Spanish is spoken and know some of the culture of Hispanic countries.

## Crompton School Curriculum Progression Map –MFL Endpoints

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Los Colores y Los Numeros</u></p> <p>Name five colours and count to 5 securely, and attempt up to 10.</p> <p><u>Los Animales</u></p> <p>Attempt to name up to 5 animals. Write and say a short phrase using the verb 'soy' (I am) and an animal.</p> <p><b>Know how to say Happy Christmas in Spanish and sing the Feliz Navidad/I wanna wish you a merry Christmas song.</b></p>	<p><u>Los Instrumentos</u></p> <p>Recognise, recall and spell up to 10 instruments and learn to say and write 'I play an instrument'.</p> <p><b>Sing the Feliz Navidad song with more confidence and accuracy, focussing on learning 'prospero ano y felicidad'.</b></p>	<p><u>Phonetics 1</u></p> <p>Recognise and pronounce a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience</p> <p><u>Aprendo Espanol</u></p> <p>Pinpoint Spain and other Spanish speaking countries on a map and learn some aspects of culture. Introduce themselves, say how they feel and have a wider appreciation of the countries where Spanish is spoken.</p> <p><b>Learn Christmas themed vocabulary such as hombre de nieve, el nino Jesus, Papa Noel. Make Christmas cards writing the greeting in Spanish.</b></p>	<p><u>Phonetics 2</u></p> <p>Recognise and pronounce a further selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience</p> <p><u>La Clase</u></p> <p>Remember and recall many of the 12 classroom objects with their indefinite article.</p> <p><b>Learn about Los Tres Reyes Christmas tradition in Spain and research traditions in other Hispanic countries.</b></p>	<p><u>Phonetics 3</u></p> <p>Recognise and pronounce a further selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience</p> <p><u>La Fecha</u></p> <p>Repeat, remember and spell all of the days of the week, the months of the year and numbers 1-31.</p> <p><b>Say the date of Christmas Day in Spanish. Use 'me gusta' along with key vocabulary and talk about what you like about Christmas.</b></p>	<p><u>Phonetics 4</u></p> <p>Recognise and pronounce a further selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience</p> <p><u>Los Numeros 1-100</u></p> <p>Read, write, recognise and say numbers to 100.</p> <p><u>Culture – El Dia de los Muertos</u></p> <p>Learn about the history and traditions of El Día de los Muertos feast day in Mexico in November. Revise previously taught language and learn new vocabulary</p> <p><b>Research traditions in other Hispanic countries and present findings to other children using Spanish to name key practices and important words e.g. the twelve grapes of luck should be referred to as 'las doce uvas de la suerte'.</b></p>

<p align="center"><b><u>Los Superheroes</u></b></p> <p>Combine colours with nouns and begin to learn high frequency verbs in the 1st person.</p>	<p align="center"><b><u>Los Numeros</u></b></p> <p>Learn numbers 11-20</p> <p align="center"><b><u>La Fruta</u></b></p> <p>Name and recognise up to 10 fruits in Spanish, attempt to spell some of these nouns, and say which fruit they like and don't like.</p>	<p align="center"><b><u>Me Presento</u></b></p> <p>Start to create sentences of their own using a range of personal details including name, age, where they live and nationality.</p> <p align="center"><b><u>Mi Familia</u></b></p> <p>Tell somebody the members, names and include some ages of either their own or a fictional family.</p>	<p align="center"><b><u>Mi Casa</u></b></p> <p>Say whether they live in a house or an apartment and say where it is.</p> <p align="center"><b><u>¿Tienes una Mascota?</u></b></p> <p>Repeat, recognise and attempt to spell the 8 nouns for pets in Spanish and somebody if they have or do not have a pet.</p>	<p align="center"><b><u>¿Que Tiempo Hace?</u></b></p> <p>Repeat and recognise the vocabulary for weather in Spanish and ask and say what the weather is like today.</p> <p align="center"><b><u>La Ropa</u></b></p> <p>Talk and write about clothes including what they are wearing and suitable clothes for the weather.</p>	<p align="center"><b><u>En el Colegio</u></b></p> <p>Understand and communicate about the subjects they study, like and dislike at school and at what time and day they study.</p>
<p align="center"><b><u>En Mi Pueblo</u></b></p> <p>Recognise, recall, and remember up to 7 places from the town and attempt to spell some of these nouns.</p>	<p align="center"><b><u>Los Helados</u></b></p> <p>Repeat and recognise most of the 10 ice-cream flavours (includes cognates) as presented in the unit.</p>	<p align="center"><b><u>Ricitos de Oro y los Tres Osos</u></b></p> <p>Use picture cards to sequence the story and repeat or use prompts to match words and phrases to the pictures.</p>	<p align="center"><b><u>En la Cafeteria</u></b></p> <p>Remember a wide variety of foods and drinks typically served in a Spanish cafeteria and order them in a role play scenario.</p>	<p align="center"><b><u>Culture - La Tomatina and San Fermin</u></b></p> <p>Learn about the Tomatina and San Fermin festivals in Spain. Revise previously taught language and learn new vocabulary.</p>	<p align="center"><b><u>El Fin de Semana</u></b></p> <p>Understand and communicate about what they do at the weekend in Spanish.</p>

Speaking and Punctuation			
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Asking and/or answering simple questions Forming simple statements with information including the negative. Practising speaking with a partner</li> <li>Using short phrases to give information Beginning to adapt phrases from a song/story</li> <li>Repeating short phrases accurately, including liaison of final consonant before vowel</li> <li>Introducing self to a partner with simple phrases</li> <li>Recognising and using adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Recognising and answering simple questions which involve giving personal information. Beginning to form opinion phrases Beginning to use conversational phrases for purposeful dialogue</li> <li>Using a model to form a spoken sentence</li> <li>Speaking in full sentences using known vocabulary</li> <li>Comparing sounds and spelling patterns with English</li> <li>Rehearsing and performing a short presentation</li> <li>Choosing appropriate adjectives from a wider range of adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Forming a question in order to ask for information Presenting factual information in extended sentences including justification</li> <li>Rehearsing and recycling extended sentences orally Planning and presenting a short descriptive text</li> <li>Using intonation and gesture to differentiate between statements and questions Making realistic attempts at pronunciation of new, vocabulary Listening and repeating key phonemes with care applying pronunciation</li> <li>Using adjectives with correct placement and agreement.</li> </ul>	<ul style="list-style-type: none"> <li>Planning, asking and answering extended questions</li> <li>Engaging in conversation</li> <li>Planning and presenting a short text</li> <li>Discussing strategies for remembering and applying pronunciation rules</li> <li>Speaking and reading aloud with increasing confidence and fluency</li> <li>Comparing and applying pronunciation rules or patterns from known vocabulary</li> <li>Giving a presentation drawing upon learning from a number of previous topics</li> <li>Recognising and using a wide range of descriptive phrases</li> </ul>
Listening			
<ul style="list-style-type: none"> <li>Listening and responding to single words and short phrases</li> <li>Following verbal instructions in Spanish</li> <li>Responding to objects or images with a phrase or other verbal response</li> <li>Listening and identifying key words in stories and songs and joining in</li> <li>Beginning to identify vowel sounds and combinations</li> </ul>	<ul style="list-style-type: none"> <li>Listening and repeating further key phonemes with care</li> <li>Identifying items by colour and other adjectives</li> <li>Listening and selecting information</li> <li>Listening to songs, joining in with songs and noticing sound patterns</li> </ul>	<ul style="list-style-type: none"> <li>Listening and gisting information from an extended text using language detective skills such as cognates</li> <li>Listening and following a text including some unfamiliar language</li> <li>Matching unknown written words to new spoken words</li> <li>Recognising blends of sounds and selecting words to recognise common spelling patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Listening and gisting information from an extended text using language detective skills such as cognates</li> <li>Listening and following the sequence of a text including some unfamiliar language</li> <li>Matching unknown written words to new spoken words</li> <li>Recognising blends of sounds and selecting words to recognise common spelling patterns.</li> </ul>
Reading and Writing			

- Recognising some familiar words in written form
- Reading aloud some words from simple songs, stories and rhymes
- Identifying cognates and near cognates
- Recalling and writing simple words from memory.
- Experimenting with simple writing, copying with accuracy

- Noticing and discussing cognates and beginning to identify language detective strategies
- Following a short text or rhyme, listening and reading at the same time
- Becoming familiar with format, layout and simple use of a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words Using cognates and near cognates along with other detective skills to gist information
- Selecting and writing short words and phrases

- Recognising features of different text types Using a range of language detective strategies to decode new vocabulary including context and text type
- Reading and adapting a range of different format short texts
- Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words Using contextual clues and cues to gist and make predictions about meanings Gisting information from an extended text

- Making increasingly accurate attempts to read unfamiliar words and phrases Reading and using language detective skills to assess meaning including sentence structure
- Reading and responding to. an extract from a story, an e-mail message or song Reading short authentic texts for enjoyment or information
- Using a bilingual dictionary to select alternative vocabulary for sentence building
- Choosing words, phrases and sentences and writing as a text or captions
- Constructing a short text on a familiar topic

	<ul style="list-style-type: none"> <li>• Making short phrases or sentences using word cards</li> <li>• Using adapted phrases to describe an object or person</li> </ul>	<ul style="list-style-type: none"> <li>• Using existing knowledge of vocabulary and phrases to create new sentences Completing a gapped text with key words/phrases</li> <li>• Writing a short text using word and phrase cards to model or scaffold</li> <li>• Using different adjectives, with correct positioning and agreement Using language of metaphor and comparison</li> </ul>	<ul style="list-style-type: none"> <li>• Using a wide range of descriptive phrases Recognising and using verbs in different tenses</li> </ul>
<b>Grammar</b>			
<ul style="list-style-type: none"> <li>• Beginning to recognise gender</li> <li>• Identifying plurals of nouns</li> <li>• Recognising adjectives and placement relative to the noun Beginning to understand that verbs have patterns</li> <li>• Noticing the negative form</li> </ul>	<ul style="list-style-type: none"> <li>• Using indefinite article in the plural form</li> <li>• Recognising and using possessive adjective 'my' and pronouns he/she/it</li> <li>• Recognising and beginning to apply rules for placement and agreement of adjectives</li> <li>• Recognising and using the negative form</li> <li>• Using prepositions</li> <li>• Making comparisons of word order in Spanish and English.</li> </ul>	<ul style="list-style-type: none"> <li>• Correct use of definite and indefinite article depending on gender and number of noun, and including partitive article for 'some' Applying placement and agreement rules for adjectives Recognising and applying verb endings for present regular 'er' verbs Exploring verbs in infinitive form Learning and using some high frequency irregular verbs e.g. to have, to be, to go Using comparative language</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately applying placement and agreement rules for adjectives Recognising and beginning to form some verbs in near future tense using aller Recognising and applying verb endings for present regular 'er' verbs Learning and using some common irregular verbs, e.g. faire 'to make/do' Understanding how word order differs between French and English Identifying word classes within a sentence</li> </ul>