

MFL – Spanish Handbook 2023-2024



Shoreditch Park
Primary School

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Primary School

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Modern Foreign Languages Policy

Shoreditch Park Primary School

At Shoreditch Park Primary School we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop their ability to communicate, including key skills of speaking and listening and extends their knowledge of how language works. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others. The natural links between languages and other areas of the curriculum can enrich the overall teaching and learning experience.

Love of language starts in Nursery, and all Key Stage 1 and 2 pupils are entitled to foreign language learning in school time. Shoreditch Park Primary School recognises the value of this initiative and will provide age-appropriate Primary Languages learning opportunities for all children. The focus language taught in our school is Spanish.

Aims and objectives of Primary Languages education at Shoreditch Park Primary School

The aims of Primary Languages teaching at Shoreditch Park Primary School are to

- foster an interest in language learning by introducing children to the Spanish language in a way that is enjoyable and accessible to all pupils;
- stimulate and encourage children's curiosity about language and creativity in experimenting with it;
- support oracy and literacy, and in particular develop speaking and listening skills;
- help children develop their awareness of cultural similarities and differences;
- lay the foundations for future language study by pupils;

Speaking and listening

The children will learn to

- listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English
- understand and respond with increasing competence, accuracy and confidence in a range of situations;
- join in songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way;
- take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings;
- memorise and recite short texts and prepare and give a talk on a familiar subject confidently and with regard to the audience.

Reading and writing

The children will learn to

- remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;
- read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;
- read, copy and write independently familiar words and simple phrases in context eg classroom items, display labels, weather chart, date;
- write sentences and short texts independently and from memory;
- begin to understand Spanish grammar, including identifying similarities and difference between other languages and Spanish language.

Intercultural understanding

The children will learn to

- describe the life of children in the countries where the language is spoken;
- identify similarities and differences in everyday life, social conventions, traditional stories and celebrations;
- recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others;
- recognise and mistrust stereotypes and understand and respect cultural diversity.

Teaching and Learning Modern Foreign Languages Shoreditch Park Primary School

At Shoreditch Park Primary School we endeavour to integrate language learning into everyday school life, with teachers, teaching assistants and children using and experimenting with their knowledge of different languages whenever the opportunity arises. We foster a problem-solving approach, giving children opportunities to work out language use for themselves in a supportive context where risk-taking and creativity are encouraged, and there is an emphasis on having fun with the new language.

Languages lessons

Although Modern Foreign Languages cuts across the curriculum, children are taught specific skills, concepts and vocabulary in a weekly dedicated lesson with their dedicated Spanish-speaking teacher.

'Incidental' language

Languages are part of the day-to-day life of the school. For example, teachers use the foreign language to ask children how they are in the morning and to take the register. Children are encouraged to respond using the language they have learned, and sometimes teachers and pupils develop new language skills together, teachers acting as role models in the learning process. This integrated approach is a strong model for teaching and learning, giving children opportunities to use and develop their language for communicating in stress-free real-life contexts.

Intercultural understanding

Modern Foreign Languages provides a basis for teaching and learning about other cultures, and this is incorporated into different areas of the curriculum including personal and social education and citizenship, geography, religious education and science.

Inclusion

We strive to be fully inclusive regarding Modern Foreign Languages teaching at Shoreditch Primary School. Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. Work is differentiated as appropriate to the needs of individual children. Pairs and groups for collaborative work may be made up in different ways, depending on the task.

Planning and resources

Modern Foreign Languages is planned using the national curriculum guidelines, adapting the Hackney Learning Trust's Scheme of Work for Spanish. We adapt the Modern Foreign Languages guidance provided by the Hackney Learning Trust to meet the needs of our children and to ensure that there is continuity and progression in both skills and content across all classes.

Staff development

Teachers and other staff are given opportunities and encouragement to develop their own language and language teaching skills, through in-school workshops and local authority training. There are also opportunities to meet native speakers in school and in their own countries through the school's International links. The subject leader for Primary Languages identifies school needs and circulates professional development opportunities.

Monitoring progress and assessing attainment

Opportunities to monitor the children's progress in Primary Languages are frequent within the planned units of learning. Most assessment is formative and is used to support teaching and learning and inform future planning. Assessments are based on observation of children working on different oral activities and (where appropriate) written product. We use objective sheets to assess the children each term according to the banded statements for MFL.

Links outside school

Primary Languages gives us an ideal opportunity for making links outside school. We encourage children to share their experiences of visiting or living in other countries, and we welcome visiting speakers who are able to talk about life in the countries where the focus language is spoken. We make full use of ICT links through the website languageangels.com and approved sites on the Internet to find out about life in other countries.

Spanish at Shoreditch Park Primary School

Modern Foreign Languages is planned using the National curriculum objectives, using the Hackney Learning Trust's Scheme of Work for Spanish. We adapt the Modern Foreign Languages guidance provided by the Hackney Learning Trust to meet the needs of our children and to ensure that there is continuity and progression in both skills and content across all classes.

At Shoreditch Park Primary School we endeavour to integrate language learning into everyday school life, with teachers, teaching assistants and children using and experimenting with their knowledge of different languages whenever the opportunity arises. We foster a problem-solving approach, giving children opportunities to work out language use for themselves in a supportive context where risk-taking and creativity are encouraged, and there is an emphasis on having fun with the new language.

Spanish Overview 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Greetings	Numbers	Colours	My name is	Animals	The Hungry Caterpillar
Reception	Revise Greetings	Revise numbers (1-10) and colours	How are you feeling?	Body parts	Farm animals	Goldilocks
Year 1	Revision of greetings	Classroom instructions	Days of the week	Classroom items	Verb instructions	Fruit and drinks
Year 2	Revision of previous years learning (days, numbers and greetings)	Months of the year Learn your birthday	Dear Zoo	Food and drink Café role-play	Little Red Riding Hood	At the beach
Year 3	Revise Greetings Introductions and getting to know each other	Numbers Dates and numbers – summative assessment	Myself and what I like doing	Adjectives Colours Describing a monster – summative assessment	Me gusta Food	My Family – summative assessment
Year 4	Revision of Year 3 – formative assessment Greetings	Weather / seasons Reading and writing sentences – summative assessment	Action Verbs Likes and dislikes	Animals and descriptions Clothes – summative assessment	Food and lifestyle opinions Sports	Fables and poems – Neruda Traditional stories Cultural understanding – summative assessment
Year 5	Revision of Year 4 – formative assessment Alphabet and pronunciation Introductions and getting to know each other	Musical instruments and styles Creating songs Writing rhyming poems/ raps – summative assessment including presentation	Mi Ciudad Describing my city and making comparisons	A study of Spanish art – summative assessment including presentation	The Seasons Link to previous Year 4 unit	The Planets Assessment through reading and listening – summative assessment
Year 6	Geographical features	The weather Link to previous units of work – summative assessment including presentation	En el café Roleplay	Un Periódico Newspaper reports – summative assessment including presentation	SATs	Secondary school preparation Create a Spanish fact file about yourself

Teaching and learning style

We recognise that language learning in its broadest sense has three core strands - **oracy**, **literacy** and **intercultural understanding**. We also recognise that children should be encouraged to apply their knowledge and that we should equip them with strategies for language learning that they can use in the future when studying another foreign language.

We use a variety of techniques to encourage the children to engage actively in the modern foreign language: these include games, role-play and songs (particularly action songs). We often listen to recordings, in order to expose the children to more than one voice in the foreign language. We frequently use mime to accompany new vocabulary in the foreign language, as this teaches the language without the need for translation.

We emphasise the listening and speaking skills over the reading and writing skills. We use a multi-sensory and kinaesthetic approach to teaching. Research has also shown that physical responses planned into lessons help to improve enjoyment, provide opportunities for reinforcement through actions, help memory through actions, increase confidence as movement and games can provide safe ways of speaking aloud and it helps learning through creating a positive atmosphere and kinaesthetic approach.

We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. We build children's confidence through praise for any contribution that they make in the foreign language, however tentative.

We allow for differentiation by:

- using peer support
- setting common tasks which are open-ended and can have a variety of responses;
- providing resources of different complexities, matched to the ability of the child.
- a range of questioning

We assess the children's progress informally during the lessons, evaluating progress against the National Curriculum Attainment Targets of:

- Oracy
- Literacy
- Intercultural Understanding
- Knowledge of Language
- Language learning Strategies

These are linked to the expectations and outcomes as described in the framework.

MFL at the Shoreditch Park expected standard

Coverage

1. Medium Term Plans are saved on the T Drive for teachers to use.
2. Lesson PowerPoints to be saved in the T Drive: MFL Spanish – Planning folder.
3. Evidence of lessons will be saved in the T Drive: MFL Spanish – Evidence folder.
4. Coverage will be in line with national expectations.
5. Pupils will complete three summative assessments per year (two for Year 6 due to SATs).
6. Each lesson will include the following elements:
 - A short translating activity.
 - A conversational activity completed with a partner or in a small group.
 - Opportunities for formative assessment.
 - A short task that may include writing or sorting cards.
 - For Years 5 and 6 there will also be a presentational task.

Productivity

1. Every lesson is evidenced in individual books
2. Video and picture evidence is shared on the T drive and provided using QR codes where necessary.
3. Lessons show progress with oracy and literacy skills.

Marking and feedback

Teachers will:

1. Upload videos, photos or scanned work onto the T Drive (EYFS and KS1 evidence of learning).
2. Use the evidence to complete objective forms termly (Years 3-6)
3. Use formative assessments during lessons to inform the following lessons.

All children will:

1. Receive verbal feedback from their teacher on their progress.
2. Give their peers feedback during their lessons.
3. Complete a summative assessment three times/twice a year.

Assessment

Working alongside the yearly overview for Spanish, summative assessments will be happening in Autumn 2 and Summer 2 for Year 6 and Autumn 2, Spring 2 and Summer 2 for Year 3, 4 and 5. The reason I have only planned for 2 summative assessments for Year 6 is due to the limited amount of time in the timetable that is dedicated to teaching Spanish.

During the summative assessments there will be 2 activities to ensure that all areas of the curriculum are being assessed.

There will be an activity such as card sorting, reading out conversations or listening tasks to assess the children's speaking and listening skills.

There will also be a written task that will assess the children's translation skills, reading, writing and grammar.

The summative assessments will be recorded through video, photo or a written piece. The questions will link directly to objective statements so it is clear for the teacher how it transfers into data.

Each child will have an assessment pack for each summative assessment that will contain all of the activities or questions. It will take a whole 50-minute lesson to complete the summative assessment.

Specific details on assessments, including marking, will be provided with each summative assessment.

Year 3 TT statements	Year 4 TT statements	Year 5 TT statements	Year 6 TT statements
Listening Show that he/she recognises words and phrases heard by responding appropriately	Listening Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard	Listening Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language	Listening Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard
Listening Follow simple instructions and link pictures or actions to language	Listening Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings	Listening Identify different ways to spell key sounds, and select the correct spelling of a familiar word	Listening Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words
Listening When listening to stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming words	Listening Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English	Speaking Take part in conversations and express simple opinions giving reasons	Speaking Engage in longer conversations, asking for clarification when necessary
Speaking Ask and answer simple questions, for example about personal information	Speaking Ask and answer a range of questions on different topic areas	Speaking Adapt known complex sentences to reflect a variation in meaning	Speaking Create his/her own sentences using knowledge of basic sentence structure
Speaking Repeat sentences heard and make simple adaptations to them	Speaking Using familiar sentences as models, make varied adaptations to create new sentences	Speaking Begin to use intonation to differentiate between sentence types	Speaking Use pronunciation and intonation effectively to accurately express meaning and engage an audience
Speaking Use mostly accurate pronunciation and speak clearly when addressing an audience	Speaking Read aloud using accurate pronunciation and present a short learned piece for performance	Speaking Create a short piece for presentation to an audience	Reading Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation
Speaking Use simple adjectives such as colours and sizes to describe things orally	Reading Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately	Reading Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation	Reading Attempt to read a range of texts independently, using different strategies to make meaning
Reading Recognise some familiar words and phrases in written form	Reading Follow the written version of a text he/she is listening to	Reading Learn a song or poem using the written text for support	Reading Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words
Reading Read some familiar words aloud using mostly accurate pronunciation	Reading Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues	Reading Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words	Writing Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic
Reading Learn and remember new words encountered in reading	Writing Write words and short phrases from memory	Writing Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank	Writing Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions
Writing Write some single words from memory	Writing Use a range of adjectives to describe things in more detail, such as describing someone's appearance	Writing Use a wide range of adjectives to describe people and things, and use different verbs to describe actions	Writing Begin to use some adverbs
Writing Use simple adjectives such as colours and sizes to describe things in writing	Writing Write descriptive sentences using a model but supplying some words from memory	Grammar Know how to conjugate some high frequency verbs	Grammar Know how to conjugate a range of high frequency verbs
Writing Record descriptive sentences using a word bank	Grammar Recognise a wider range of word classes including pronouns and articles, and use them appropriately	Grammar Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun	Grammar Understand how to use some adverbs in sentences
Grammar Recognise the main word classes e.g. nouns, adjectives and verbs	Grammar Understand that adjectives may change form according to the noun they relate to, and select the appropriate form	Grammar Adapt sentences to form negative sentences and begin to form questions	Grammar Have an awareness of similarities and differences in grammar between different languages
Grammar Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles	Grammar Recognise questions and negative sentences		
Grammar Have basic understanding of the usual order of words in sentences in the target language			

Planning Guidance

All MTP will be completed by the MFL lead for each year group. They will be saved on the T Drive: MFL Spanish – Planning in the specific year group, organised into each half term.

Each lesson will include a phonics/grammar focus to fit in with the yearly expectations.

	Learning Objective	Success Criteria	Grammar/phonics focus	Activities	Evidence
Lesson 1	I am learning to use the verb llamarse in the 'yo' and 'tu' form.	I can ask someone 'what is your name' in Spanish. I can use singing as a way of remembering the phrases. I can pronounce 'll' correctly.	The sound 'll' is pronounce y like in the word yams	1. Quick discuss about countries that speak Spanish around the world. 2. Introduce the phrase 'Como te llamas?' (what is your name?) 3. Ask the question to individual children and ask them to respond with their name. 4. Introduce the phrase 'Me llamo...' (my name is...) 5. Children repeat with their talk partner. 6. Listen and watch the song to support memory.	Video of children asking their talk partner their name and responding.
Lesson 2	I am learning to have a brief	I can use the phrase 'y tu?' (and you)	The word me is pronounced with a short sound e	1. Revisit learning from the previous lesson. 2. Practice with talk partners.	Videos of children having a conversation

Teachers will use these MTPs to create their PowerPoints for each lesson. PowerPoints must be saved on the T Drive: MFL Spanish alongside the MTP used.

For resources to use in lessons, teachers can use the Hackney Learning Trust scheme of work found on this website.

http://bcclanguages.co.uk/?page_id=2

Enrichment opportunities

At SPSS we offer the children a number of enrichment opportunities. This promotes enthusiasm in the subject and encourages a wider use of the language. Subsequently, the children have a greater cultural understanding, which we think is key to learning an additional language.

Hispanic Week

During Summer 2 we dedicate a whole week to Hispanic week. During this week, all our afternoon lessons are spent learning about a Spanish speaking country in addition to a workshop. The workshop change each year, so the children experience a wide range of activities over the years they are at the school. In addition, all our lunches during Hispanic are based around food from Spanish speaking countries. This encourages the children to have a greater cultural understanding and to make the connection between learning a language in school and using it in the wider world.