

MFL Curriculum Rationale

At St Wilfrid's Primary School, all pupils learn the language of Spanish. In line with the school's philosophy around global citizenship, language learning will broaden their horizons, encourage them to step beyond cultural boundaries and develop new way of seeing the world. To support early language development, the school follows the Language Angels programme from Year 2 to Year 6.

INTENT



Alignment to National Curriculum

The MFL curriculum at St Wilfrid's uses the National Curriculum as a basis for its content and framework. This is delivered through the Language Angels programme to support teachers.



End Points

Our goal is for the children to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary phase of their education.



Sequencing

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. The pupils will be well prepared for language study at key stages 3 &4.



Addressing Social Disadvantage

Learning a language can add 10-15% to a person's salary therefore this is particularly important for our disadvantaged pupils. The curriculum is designed to ensure that all pupils keep up with the pace of the programme. Due to the psycholinguistic approach to learning a language, all pupils have the potential to be successful.



Local Context

Sheffield is one of the most culturally diverse cities in England with over 120 languages spoken. Within our school, there are a small number of bilingual pupils and pupils with English as an additional language. For some lower attaining pupils, language development in English is a key focus and the study of Spanish will support their awareness of etymology.

IMPLEMENTATION



Pedagogical Approaches

Spanish is taught in a whole-class setting by the class teacher or a HLTA. The language is presented in a variety of ways e.g. presentations, games, songs. Each lesson will focus on a combination of the five key language learning skills (speaking, listening, reading, writing and grammar).



Teachers' Expert Knowledge

Lessons are planned using the Language Angels scheme of work but can be supplemented with teachers' own ideas. Language Angels provides native speakers' pronunciation so the children are hearing expert modelling which they can replicate.



Promoting Discussion and Understanding

Learning the skills of one language means that it is easier to learn another. Discussion in the target language is encouraged. In Years 5 and 6, there is even more opportunity to discuss sentence structure and grammar. There can be a reluctance to join in for some pupils so confidence is promoted. Where the teacher notices that a pupil is either not keeping up or appears to lack confidence, they will provide appropriate intervention.



Knowing More and Remembering More

Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate.



Teacher Assessment

Formative assessment is a key focus. The opportunity to assess pupil learning and progression in the key language skills and against the 12 DfE Languages Programme of Study for KS2 attainment targets is provided at the end of each 6-week teaching unit.

IMPACT



Approach to Assessment

Along with continual assessment there is the opportunity to assess pupil learning and progression in the key language skills (speaking, listening, reading and writing) and against the 12 DfE Languages Programme of Study for Key Stage 2 attainment targets is provided at the end of each 6-week teaching unit.



Performance Data

The information will be recorded and will be monitored by the Foreign Language Subject Leader who can use this data to ensure teaching is targeted and appropriate for each pupil, class and year group as well as to feedback on progress to SLT and stakeholders



Pupils' Work

Early Learning units will start at basic noun and article level and will teach pupils how to formulate short phrases. By the time pupils reach Progressive units they will be exposed to much longer text and will be encouraged to formulate their own, more personalised responses based on a much wider bank of vocabulary, linguistic structures and grammatical knowledge. They will be able to create longer pieces of spoken and written language and are encouraged to use a variety of conjunctions, adverbs, adjectives, opinions and justifications.



Talking to Pupils

Teachers assess the pupils' spoken language by talking to them and monitoring their responses during the lessons. Conversation in the target language is encouraged. The MFL curriculum leader talks to pupils in all year groups as part of the monitoring cycle to gauge their attitudes to language learning.

Links / References

The National Curriculum for MFL
Language Angels - Spanish