



WHITMORE PARK PRIMARY SCHOOL
MODERN FOREIGN LANGUAGES CURRICULUM



**Whitmore
Park**
Primary School



Contents

Curriculum Drivers	3
Whole school links	4
Pupil Offer.....	5
Curriculum Driver	3
Intent	6
The Key Language Skills	7
End of Key Stage 2 Expectations	7
Year plan for Modern Foreign Languages.....	8
4 Year Whole School Skills and Knowledge Progression Plan.....	8
Implementation	11
Impact.....	13



Curriculum Drivers

Our Curriculum drivers thread throughout our whole curriculum.

Vocabulary

Inclusion

Oracy

**First Hand
experiences**

Diversity



Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<i>Humanities</i>	Transport		Victorians		My School	Local Area
	<i>Science</i>	Materials		Plants	Trees	Senses	
	<i>Trips/Visits</i>	Transport Museum + Stage Coach Visitor Twycross Zoo					
2	<i>Humanities</i>	Lady Godiva	Great Fire of London	United Kingdom	Name Continents Of The World	The Queen	World Geography inc. Local Area
	<i>Science</i>	Animals	Materials	Materials	Plants	Living Things and Their Habitats	
	<i>Trips/Visits</i>		Selly Manor				Conkers
3	<i>Humanities</i>	Stone Age to Iron Age	Romans	Romans	Saxons	Local Area and UK Geography	
	<i>Science</i>	Light	Rocks	Forces and Magnets	Animals	Plants	
	<i>Trips/Visits</i>	Coombe Abbey	Roman Visitor		Saxon Visitor	Coundon Wedge + Jubilee Crescent	
4	<i>Humanities</i>	Egyptians		Vikings	Coventry	South America	
	<i>Science</i>	States of Matter		Sound	Electricity	Living Things	Animals including Humans
	<i>Trips/Visits</i>	Egyptian Visitor			City Centre Field Trip		
5	<i>Humanities</i>	Coventry Blitz		Volcanoes and Earthquakes	Europe and Barcelona	Ancient Greeks	
	<i>Science</i>	Properties and Changes of Materials		Living Things and Their Habitats		Forces	Earth and Space
	<i>Trips/Visits</i>	Transport Museum	Herbert Art Museum				
6	<i>Humanities</i>	Mayans				Crime and Punishment	Rivers
	<i>Science</i>	Animals including Humans		Evolution and Inheritance			
	<i>Trips/Visits</i>	Science Visitor	Mayan Visitor	Holes (Theatre)			



Year Group	Educational Visits (Off-Site)	Educational Visitors (On-Site)	Residential Visits	Outdoor Learning Sessions (e.g. Forest Schools)	Arts and Culture	Community and Partnership	Specialist Curriculum Days	Specialist Curriculum Weeks
1	Transport Museum <i>Transport</i> Twycross Zoo <i>Animals</i>	Stage Coach <i>Transport</i>					5x Faith/RE Days International Day World Book Day Science Day Maths Day 3 x Book/Author Focus Day	<i>Art Week</i> <i>STEAM</i> <i>Alternate</i> Enterprise Book Week Healthy Body, Healthy Mind
2	Selly Manor <i>Great Fire of London</i> Conkers <i>Habitats and Living Things</i>				Morning of Music		5x Faith/RE Days International Day World Book Day Science Day Maths Day 3 x Book/Author Focus Day	<i>Art Week</i> <i>STEAM</i> <i>Alternate</i> Enterprise Book Week Healthy Body, Healthy Mind
3	Coombe Abbey <i>Stone Age to Iron Age</i> Coundon Wedge Jubilee Crescent	Roman Visitor Saxon Visitor					5x Faith/RE Days International Day World Book Day Science Day Maths Day 3 x Book/Author Focus Day	<i>Art Week</i> <i>STEAM</i> <i>Alternate</i> Enterprise Book Week Healthy Body, Healthy Mind
4	Field Trip – City Centre	Egyptian Visitor	Space Camp TBC		Morning of Music		5x Faith/RE Days International Day World Book Day Science Day Maths Day 3 x Book/Author Focus Day	<i>Art Week</i> <i>STEAM</i> <i>Alternate</i> Enterprise Book Week Healthy Body, Healthy Mind
5	Transport Museum Blitz Experience <i>Blitz</i> Herbert Art Museum <i>Blitz</i>		PGL – 2 Nights		President Kennedy watch performance		5x Faith/RE Days International Day World Book Day Science Day Maths Day 3 x Book/Author Focus Day	<i>Art Week</i> <i>STEAM</i> <i>Alternate</i> Enterprise Book Week Healthy Body, Healthy Mind
6		Mayan Visitor Science Visitor	Dol-y-Moch		1 Theatre Visit (Holes)		5x Faith/RE Days International Day World Book Day Science Day Maths Day 3 x Book/Author Focus Day	<i>Art Week</i> <i>STEAM</i> <i>Alternate</i> Enterprise Book Week Healthy Body, Healthy Mind

Intent

At Whitmore Park Primary School, we believe that good quality language education can help pupils to develop a curiosity for other cultures and deepen their understanding of the world. We aim to enable pupils to be able to actively participate in a multicultural and mutually respectful world. As pupils progress through school, they are taught an increasing and wider range of vocabulary and skills. At Whitmore Park we have just begun our journey into teaching Spanish in MFL, in previous years the pupils were taught German by a specialist teacher.

Spanish was decided as the language we would teach for several reasons. As our pupils mostly use languages that use a Latin alphabet, we felt they would be more comfortable learning another language that also uses the Latin alphabet. Another reason Spanish was decided upon was because we are a feeder school for secondary schools that offer Spanish. Therefore, learning Spanish will most benefit our pupils when they go onto to secondary school.

Our current skills and progress plan is part of a four-year plan. The first cohort, (year 3 2021 /22) to have gone through the 4 years of Spanish will be at end of Key Stage 2 age related expectations by the time they finish in year 6. The curriculum gives pupils the best possible start to learning Spanish through the teaching of physical phonics in year 1 of the four-year plan. By the end of the plan, pupils will have learnt how to talk, read and write about a whole range of topics; including colours, days and months of the year and how to express their opinion.

Our curriculum also has an emphasis on 'Cultural Capital'. We want our pupils to become engrossed in the cultures of the people whose languages they study and understand the important role that learning a language has for unlocking future opportunities. Studying a foreign language opens a fantastic opportunity to celebrate and highlight the diversity we have within our school community. The context of Spanish lessons is us and our lives. Pupils discuss their own families and give opinions about things that are important to them in the target language Spanish. When we look at different festivals and celebrations in Hispanic cultures, pupils have a chance to reflect and discuss the celebrations that are important to them. All of this helps pupils enrich pupils with a better understanding of themselves and the world they are a part of.

The school's curriculum drivers are the threaded throughout the curriculum. The use of songs, rhymes and spoken games can both engage learners and develop their oracy skills. Lessons are driven by pupils listening to new vocabulary and then trying it out for themselves. Listen to and speaking to their partners in Spanish are critical in supporting them to become more fluent and confident Spanish speakers. Vocabulary plays an important role in our MFL curriculum. By being able to communicate their ideas more succinctly, pupils will feel more confidence and have higher self-esteem. A large vocabulary helps develop other language skills. When our pupils have a wide vocabulary in Spanish, it helps to



support them in the four language skills. A board vocabulary makes the skills of listening, speaking, reading, and writing easier to perform. Inclusion is at the heart of our curriculum. Spanish is offered to all pupils regardless of attainment levels and background.

The Key Language Skills

Listening

Speaking

Reading

Writing

End of Key Stage 2 Expectations

Pupils should be taught to

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words



- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* and present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly and describe people, places, things and actions orally and in writing
- 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.

Year plan for Modern Foreign Languages

Year group	Term 1	Term 2	Term 3
3	Cultural Capital Awareness / Physical Phonics	Greetings and Introductions	Likes/Dislikes and Colours
4	Cultural Capital Awareness / Numbers	Days of the week	Months of the Year
5	Cultural Capital Awareness / Physical Phonics 2	Consolidation of prior learning	Appearances
6	Cultural Capital Awareness / Family	Pets	Appearances – Family, Friends and Pets

4 Year Whole School Skills and Knowledge Progression Plan

Year 1	Listening:	Reading Can understand some familiar written words and short phrases.
--------	-------------------	---



	<p>Can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.</p> <p>Can follow along and repeat key words from a song, rhyme or poem.</p> <p>Speaking Can answer simple pre-learned questions May be restricted to a couple of topics covered in class. Can repeat and say familiar words and short simple phrases, using understandable pronunciation.</p>	<p>Can use the visual cues and context to follow the gist of a short text.</p> <p>Writing Can write some single words with plausible spelling. Can, with support, substitute one element in a simple phrase or sentence to vary the meaning. E.g. the colour adjective or the noun.</p>
Year 2	<p>Listening: Can understand and respond to a range of familiar spoken words and short phrases, spoken slowly and clearly. Can join in the re-telling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases. Can recognise and match key sounds and words that rhyme.</p> <p>Speaking Can rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation. Can produce short pre-prepared phrases on a familiar topic, with secure pronunciation.</p>	<p>Reading Can read and understand a range of familiar written phrases Can use the visual cues and context to follow the gist of a short text. Can identify starting sounds of word</p> <p>Writing Can write simple words from memory and several short phrases with understandable spelling. Can substitute one element in a simple phrase or sentence to vary the meaning. E.g. the colour adjective or the noun.</p>

Year 3	Listening	Reading Can understand familiar phrases and sentences
--------	------------------	---



	<p>Can understand the main points of a short-spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. Can sing familiar short songs, rhymes or poems, or parts of them. Can write missing syllables of individual words presented orally, when delivery is slow, clear and repeated</p> <p>Speaking Can ask and answer simple questions on the current topic. Can adapt models successfully to give own information, including simple opinions, substituting individual words. Can produce some short phrases (with a written scaffold) within a familiar topic, with good pronunciation. Can read short phrases accurately that contain mostly familiar language.</p>	<p>Can spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning. Can explain the difference between nouns and adjectives Can categorise words into different word classes</p> <p>Writing Can write simple phrases and some sentences from memory Can write simple sentences, using support of sentence builders with support of word banks/sentence builders, change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier)</p>
Year 4	<p>Listening Can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. Can produce phrases or lines of songs or stories from memory Can write individual words mostly accurately, building them from written syllables. OR Can write high-frequency words from his/her oral vocabulary, with understandable spelling, when delivery is slow, clear and repeated.</p> <p>Speaking Can ask and answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others. Can use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation.</p>	<p>Reading Can understand a short text made up of short sentences with familiar language on a familiar topic. Can spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning. Can use a dictionary or online dictionary to look up unknown nouns and adjectives Can begin to understand concept of nouns having gender- masculine and feminine Has a confident understanding of alphabetical order.</p> <p>Writing Can write short text, using model texts as examples Can write sentences on very familiar topics, using sentence builders to check accuracy Can write sentences on a few topics using a model, e.g. a writing frame.</p>

Implementation

Students are introduced to 'chunks', or patterns, of language, rather than single words, so that they learn how to use words in context and develop their grammatical awareness. At the start of a new unit, sentence builders and real-life contexts for learning are shared with pupils, to help them to understand the 'big picture' and purpose for their learning. Sentence builders are used as scaffolds to support children in producing and structuring new language and are then gradually removed to promote fluency and spontaneity.

The Spanish curriculum is carefully planned so that language chunks are interleaved throughout KS2. Through revisiting and developing vocabulary, alongside learning new chunks, we strive to ensure students leave Whitmore Park Primary School with a secure and deep foundation in Spanish. This will help them to become a confident and successful language-learner at secondary school, whether they go on to study Spanish or a different Modern Foreign Language.

We also place a strong emphasis on phonetic awareness. This is based on evidence that learners are most able to store language in their long-term memory if they can hear how it sounds and connect this to how it looks on the page. All KS2 students start their language learning journey by learning 'Physical Phonics', where each sound is introduced with an action. This phonetic knowledge is then referred back to throughout their time at Whitmore Park, to help pupils become successful listeners, readers, writers, and speakers of Spanish.

Assessment is also seen as an important tool for implementing the MFL curriculum. At the end of each lesson an assessment table for each class is completed, to record children's progress against the learning objective, note down any common misconceptions, and evaluate how the lesson went. Plans for the next lesson will be adapted according to this evaluation.



Supporting SEND pupils is also at the forefront of the MFL curriculum. They, and all learners, are supported in a variety of different ways:

- differentiation (this includes scaffolded support such as sentence builders, word banks and flashcards)
- use of visual aids
- technology (including iPads) to access resources such as online dictionaries and Language Gym
- audio-lingual activities such as singing and chanting, to help learners store language in their long-term memory
- kinaesthetic activities such as 'Physical Phonics' and games such as 'Simon Says'
- regular interleaving of vocabulary to reduce cognitive load
- additional adult support in class

The curriculum is enriched in a variety of ways. Class teachers will take opportunities to embed Modern Foreign Languages learning in day-to-day school life, for example taking the register in Spanish, or counting down using Spanish numbers. They will receive guidance from the subject specialist on how to do this, including useful phrases to incorporate into classroom routines. Pupils are encouraged (though not expected) to build their language-learning skills by practising Spanish at home, using the online resource www.language-gym.com. All pupils have individual log-ins, which parents are provided with, and have access to a range of carefully scaffolded Spanish language games that can stretch and challenge pupils. Home learning will be celebrated through regular rewards and inter-class competitions.



Impact

To check that the children are making good progress, the subject specialist teacher will embed formative assessment into Spanish lessons. This could be, for example, through a retrieval practice quiz, self-differentiated translation exercises, or listening games using mini whiteboards. Children will be assessed both on the language chunks that they are currently learning and on chunks learned in prior terms. This is to ensure that all children have a secure foundation of vocabulary which they will be able to retain and build on as they go forward into secondary school.

Verbal feedback will be the most common type of feedback given, as its immediate nature allows for the fastest progress. Students will be given specific praise and targets so that they have a clear understanding of what they are doing well and how they can improve further.

Following each lesson, the subject specialist will evaluate which students exceeded the learning objectives or needed additional support. Brief notes will be made in the an assessment table and referred to when planning. The codes below can be used to note down common misconceptions or successes.

WWW		EBI	
1	Good knowledge of phonics	11	Focus more on phonics
2	Accurate spelling	12	Pay attention to spelling
3	Remembering accents in words	13	Remember accents in words
4	Confident use of Spanish in conversations	14	Use more Spanish in conversations
5	Speaking in a full sentence	15	Say words in a full sentence
6	Writing in a full sentence	16	Write words in a full sentence
7	Correct word order	17	Practise word order
8	Choosing words that fit the context	18	Choose words that fit the context
9	Noticing grammatical patterns	19	Pay more attention to grammatical patterns
10	Using clues to work out unfamiliar words	20	Use clues to work out unfamiliar wrods

Progress will be assessed more formally once a term and the data is uploaded on to the DC Pro website. This assessment will focus on a particular skill- whether speaking, listening, reading or writing, and will be tracked on a spreadsheet by the subject specialist.



Children will be assessed as either working at expectations, working towards expectations, or greater depth. Expected progress for each year group and details of what will be assessed can be found in the Whole School Skills and Knowledge.