



Flowery Field Primary School – MFL (Spanish)

Threshold Concepts Progression

Level Expected at the end of EYFS

There is no NC for KS1

Key Stage 1 National Curriculum

There is no NC for KS1

In EY and KS1, pupils will engage in learning Spanish alongside their everyday learning. They will join in with songs relating to the days of the week and counting (through daily calendar activities) and other songs, which fit with learning themes by:

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

Key Stage 2 National Curriculum

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*
- 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
- describe people, places, things and actions orally* and in writing



Intent

We offer a high-quality languages education that fosters pupils' curiosity and deepens their understanding of the world. Our curriculum offer enables pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It provides opportunities for pupils to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Our language teaching provides the foundation for learning further languages, equipping pupils to study and work in other countries.

Implementation

Spanish is not taught as part of our whole school topic approach. Instead, the children have regular (weekly) lessons to build fluency, using the Language Angels scheme of work, which progresses from early language teaching, through intermediate teaching to progressive and topic based teaching. Vocabulary is taught alongside songs and relevant games, and is regularly revisited to ensure constant reinforcement of learning. In lessons, children are given opportunities to use the learning in conversational settings. Children are assessed for reading and writing via regular worksheets and short videos demonstrating their spoken language skills. SEND and disadvantaged children access the lessons and level-appropriate tasks which are carefully scaffolded, while GD children are supplied with more challenging tasks involving more writing and less vocabulary support. A 'you choose' approach to relevant games means children can also decide for themselves on the right level of challenge for them.

In addition to our scheme of work, key vocabulary is reinforced throughout the school day, using repetition through daily classroom routines. Children are exposed to Spanish texts, with pre-taught vocabulary and in-text repetition and reinforcement techniques.

Impact

The MFL team, which comprises a member from each phase, will monitor the study of MFL (as part of the school's monitoring cycle) using a range of strategies. Lesson walkthroughs and classroom environments. The team will look for evidence of the concepts below and reference them with the objectives for the year group. These are then matched to ensure complete coverage.

Listening and Speaking						
Early Years	Y1	Y2	Y3	Y4	Y5	Y6
Non statutory <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language 	Non statutory <ul style="list-style-type: none"> 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 speak in sentences, using familiar vocabulary, phrases and basic language structures 		<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> 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* 	



<p>through songs and rhymes and link the spelling, sound and meaning of words</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 	<ul style="list-style-type: none"> • 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* • present ideas and information orally to a range of audiences 	<ul style="list-style-type: none"> • 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* • present ideas and information orally to a range of audiences
<p>Numbers up to 10 What is your name? My name is. Colours. Days of the week</p>	<p>Numbers up to 20 What is your name? My name is. How are you? Response Colours. Days of the week Fruit and vegetables</p>	<p>Numbers up to 100 What is your name? My name is. How are you? Response Colours and shades Days of the week Fruit and vegetables Months of the year Seasons Today's date Classroom vocab (items and commands) Fruit and vegetables Animals I am ___years old</p>	<p>Numbers up to 100 What is your name? My name is. How are you? Response Colours and shades Days of the week Fruit and vegetables Months of the year Seasons Today's date Classroom vocab (items and commands) Fruit and vegetables Animals I am ___years old and I live in _____. What time is it ? Family Time phrases- Today, in the morning , in the afternoon, in the evening.</p>



Reading and Writing

Early Years	Y1	Y2	Y3	Y4	Y5	Y6
Non statutory <ul style="list-style-type: none"> appreciate stories, songs, poems and rhymes in the language 	Non statutory <ul style="list-style-type: none"> appreciate stories, songs, poems and rhymes in the language 		<ul style="list-style-type: none"> 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 describe people, places, things and actions orally* and in writing 		<ul style="list-style-type: none"> 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 describe people, places, things and actions orally* and in writing 	
Visuals for days of the week and numbers to 10	Visuals for days of the week and numbers to 20		Be able to read and write numbers to 20 Be able to read and write days of the week/ months of the year Be able to read and write basic colours Be able to read basic vocabulary for animals fruit and veg Read and write today's date		Be able to read and write numbers to 100 Be able to read and write days of week/ months of year / seasons. Be able to read and write colours and shades Be able to read and write basic vocabulary for animals fruit and veg Read and write today's date	