**Flowery Field Primary School – MFL (Spanish)**

**Threshold Concepts Progression**

**Level Expected at the end of EYFS**

There is no NC for EYFS

**Key Stage 1 National Curriculum**

There is no NC for KS1. In 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 discus 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

**Curriculum Intent**

* Develop children's proficiency in Spanish across the four language skills of reading, writing, speaking and listening
* Support children in developing a secure understanding of the grammatical structures and patterns of Spanish, which they can apply other languages
* Ensure pupils understand the grapheme-phoneme correspondences for Spanish language
* Foster children's curiosity and enthusiasm for both learning another language and exploring the world
* Give children a new perspective on the world, encouraging them to understand their own cultures and languages, and the culture and languages of others.
* Provide opportunities for pupils to communicate for practical purposes
* To read literature in Spanish.

**Implementation:**

Over the last year we have introduced the Language Angels scheme, which allows class teachers to deliver high quality language lessons, including videos and audio files with native-speaker voices and associated exercises, games and tasks, which pupils can also access at home through the portal. The scheme is planned around the progression of knowledge in vocabulary, phonics and grammar and has been organised in a cross curricular fashion to fit with the wider FFPS curriculum; for example, children in year 3 will cover the Stone Age topic in Spanish at the same time as they learn about the Stone Age in history. A stimulating topic is used as the starting point for a block of lessons in each year group. The sequence of lessons then focuses on the vocabulary, phonics and grammar that will be taught week by week, with opportunities to build on what they already know, and practise applying new knowledge in different contexts. There is a balance across the four strands of speaking, listening, reading and writing.  Children in EYFS and KS1 classes have one 30 minute lesson per week (sometimes split into smaller chunks) focusing on harnessing an early enthusiasm for language learning. In KS2 there is a weekly lesson with a duration of 30 minutes. In addition, the FFPS Show Me Five behaviours (Sit, Listen, Look, Show Respect, Be Ready) are displayed in classrooms and children across the school understand these in Spanish and English.

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.

Our curriculum is designed so that children have the opportunity to:

* speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
* can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
* discover and develop an appreciation of a range of writing Spanish.

**Impact:**

FFPS pupils really enjoy learning Spanish at our school, as evidenced by our Pupil Voice survey. Many refer to the lessons as ‘exciting’ and recognise the value of being able to communicate with people across the world, especially in terms of their future life-opportunities (travelling, meeting people from different places and careers). FFPS records outcomes in floor books and in videos, evidencing pupils' skills across the four strands of language learning: reading, writing, speaking and listening. The MFL team monitor the study of MFL (as part of the school’s monitoring cycle) through lesson walkthroughs and monitoring 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   * 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 * develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases | Non statutory   * 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 * develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases | | * 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 | | * 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 | |
| * Numbers up to 10 * What is your name? My name is. * Colours. * Days of the week | * Numbers up to 20 * What is your name? My name is. * How are you? Response * Colours. * Days of the week * Fruit and vegetables | | * 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 | | * 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. | |
| **Reading and Writing** | | | | | | |
| Early Years | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| Non statutory   * appreciate stories, songs, poems and rhymes in the language | Non statutory   * appreciate stories, songs, poems and rhymes in the language | | * 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 | | * 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 | |