



CURRICULUM: MFL



**St. John the Evangelist
Catholic Primary School**

Christ at the Centre, Children at the Heart

CURRICULUM NARRATIVE

Cycle A

Welcome to
secondary
school!



En Mi Pueblo



Los Planetas



Números
Grandes

Year
5/6



¿Qué Tiempo
Hace?



¿A qué Fecha
Estamos?



Los Colores



¿Tienes
Mascotas?



Vamos a Contar



Nos
Presentamos

Year 3/4

Your
Spanish
journey
starts
here!

CURRICULUM NARRATIVE

Cycle B

Welcome to
secondary
school!



Me Encantan
Los Deportes



¡Describimos!



Así Soy Yo

Year
5/6



¿Tienes
Hambre?



¿Cuánto Dinero
Tienes?



En el Parque de
Animales



Presento Mi
Familia

Year
3/4

Your
Spanish
journey
starts
here!

CURRICULUM NARRATIVE

Within our MFL curriculum, there are 4 key elements, which, when combined, ensure that our pupils can access a deep understanding of the subject. These Threshold Concepts are: **Listening, Speaking, Reading** and **Writing**.

Spanish in Focus	Connecting Through Language	Threshold Concepts
For Inspiration: To discover Spanish-speaking cultures through stories, music, traditions, and everyday life. To Find Out Specific Information About Vocabulary, Grammar, and Pronunciation: To learn how the language works, including words, sentence structures, and sounds. To Learn About the History and Culture of Spanish-Speaking Countries: To understand the backgrounds, customs, and traditions that shape the Spanish language and its people. To Help Develop Their Own Communication Skills: To practise speaking, listening, reading, and writing in Spanish, building confidence and fluency.	Reflecting – Learners will be encouraged to thoughtfully reflect on their language journey, using sentence stems to express their likes, challenges, and the strategies they have woven into their learning. This reflective process helps them assess their progress and envision new ways to deepen their understanding and fluency. Vocabulary – Students will immerse themselves in the vibrant language of their chosen culture, embracing precise and expressive vocabulary to describe their learning experiences. They will also become familiar with key cultural figures and traditions that bring the language to life. Asking questions – Pupils will explore meaningful questions that deepen their connection to language and culture. For example: <i>Cómo te llamas?</i> (What is your name?) <i>¿De dónde eres?</i> (Where are you from?) <i>¿Qué te gusta hacer en tu tiempo libre?</i> (What do you like to do in your free time?)	 - Listen and show understanding by joining in and responding. - Link the sound, spelling & meaning of words  - Express opinions - Speak in sentences - Ask and answer questions - Ask for clarification & help - Describe people, places, things  - Write phrases from memory - Adapt phrases to create new sentences. - Describe people, places, things  - Read and show understanding of phrases & simple texts - Read aloud with accurate pronunciation - Use a dictionary

To equip children with a breadth and depth of knowledge in Modern Foreign Languages, the curriculum develops four core skills: speaking, listening, reading, and writing.

•Each year group begins by focusing on the basics—such as greetings, numbers, and simple classroom language—to build confidence in listening and speaking through songs, stories, and conversations that support accurate pronunciation and understanding.

•Following this, pupils expand their learning to include descriptions of the world around them, using vocabulary related to colours, animals, weather, and clothes, which helps develop their ability to speak, read, and write in short sentences.

•Subsequently, units explore personal and family topics, encouraging pupils to use language to talk about themselves, their families, and hobbies, deepening their communication skills and cultural awareness.

•Across each key stage, pupils also engage with the culture of the target language, fostering an appreciation of global diversity and inspiring curiosity about the wider world.

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Threshold Concepts:

To help children gain a strong understanding of languages, the MFL curriculum includes three topics in each year group:

Each topic helps children learn and practise new words, phrases, and grammar in fun and meaningful ways. They build on what children have already learned and help them use the language to talk, listen, read, and write. The topics also help children learn about different cultures and enjoy learning a new language.

Key Areas:

Listening



- Listen and show understanding by joining in and responding.
- Link the sound, spelling & meaning of words

Speaking



- Express opinions
- Speak in sentences
- Ask and answer questions
- Ask for clarification & help
- Describe people, places, things

Grammar
Vocabulary
Phonics

Writing



- Write phrases from memory
- Adapt phrases to create new sentences.
- Describe people, places, things

Reading



- Read and show understanding of phrases & simple texts
- Read aloud with accurate pronunciation
- Use a dictionary

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Progression through Threshold Concepts:

MFL Progression Document				
National Curriculum Objectives for KS2	Pupils should be taught to: - Listen attentively to spoken languages 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 use of a dictionary - Write phrases from memory, and adapt these to new structures, to express ideas clearly - Describe people, places, things and actions orally and in writing - Understand basic grammar appropriate to the language 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 3/4		Year 5/6	
Speaking	Respond to simple questions (with support from a spoken model or visual clue). Ask simple questions (with support from a spoken model or visual clue). Begin to correctly pronounce some simple nouns and adjectives. Join in with a song or rhyme in a group. Recognise and say key phonic sounds. Recognise and say numbers 1 - 31.	Respond to simple questions with correct intonation. Ask simple questions with correct intonation. Speak in short phrases / sentences related to the topic. Sing a song from memory. Recognise and say numbers 1 -100. Improvement in pronunciation of key phonic sounds.	Use short sentences when asking and answering questions. Prepare a short speaking task and present this with reasonable pronunciation. Use spoken language confidently to respond in conversations. Pronounce key vocabulary and short phrases. Develop a wider knowledge of key phonic sounds.	Use spoken language confidently to initiate and sustain conversations. Prepare a short presentation on a familiar topic; present with pronunciation that is clear and can be understood. Pronunciation of known vocabulary is accurate. Confidently pronounce known phonic sounds.

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	Year 3/ 4		Year 5/ 6	
Listening	Listen attentively to spoken language and understand key words.	Listen attentively to spoken language and understand key words and phrases.	Listen attentively and understand short sentences.	Listen attentively and understand more complex phrases and sentences.
	Respond to simple spoken questions and instructions.	Understand instructions, statements and questions, which relate to the topic, from a teacher or a recording (with repetition as needed).	Understand short dialogues, instructions and questions using familiar language.	Listen to and understand familiar language at near normal speed.
	Recognise numbers 1-31 when spoken.		Pick out the main points from speech.	
	Discriminate sounds and identify meaning when items are repeated several times.	Listen to a piece of text and select key words and phrases from it.	Listen to a recording and understand the gist of the text.	
	Recognise the letters of the alphabet.	Recognise numbers beyond 31 when spoken.		
	Year 3/4		Year 5 / 6	
Reading	Recognise some familiar words in written form.	Recognise some familiar short phrases and sentences in written form.	Read and understand the main points in a short text containing familiar and unfamiliar language.	Read and understand the main points and some details in a short text.
	Recognise some familiar short phrases in written form.	Read and understand familiar phrases and short sentences.	Research additional unknown vocabulary in a text by using a dictionary.	Show more independence in using context to work out the meaning of new words outside of the familiar topic.
	Recognise and read known sounds within words.	Use context and pictures to work out the meaning of new words relating to the topic.	Begin to read aloud independently.	
	Read some key words aloud.	Read some short phrases and sentences aloud, with support.		Read aloud with confidence.
	Match key words to pictures / translations.			

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	Year3/4		Year 5/6	
Writing	Copy familiar words.	Write some key vocabulary correctly from memory.	Write some longer sentences with support e.g. by using conjunctions or intensifiers.	Write some longer sentences from memory.
	Copy accurately some familiar phrases.	Copy simple sentences correctly.	Write some sentences from memory.	Begin to write independently from memory.
	Choose the correct words to label items.	Write some simple sentences from memory.	Begin to write a short paragraph using familiar language about the topic studied.	Apply a range of linguistic knowledge to create written pieces that can be understood.
	Fill the gaps in sentences.	Write own short sentences with support (e.g. writing frame / model).		Use dictionaries to support writing.
	Write some key words / numbers from memory.			
	Year 3/ 4		Year 5/6	
Knowledge about Languages: Grammar / Vocabulary / Phonics	Begin to identify some phonemes that are the same as or different from English or another language that is spoken.	Identify some phonemes that are the same as or different from English or another language that is spoken.	Confidently identify phonemes that are the same as or different from English or another language that is spoken.	Confidently identify common phonemes in varied contexts.
	Understand and start to use some basic core structures e.g. Use of first person pronoun and articles according to the gender of the noun.	Use knowledge of key sounds to pronounce new words.	Begin to identify sentence structures that are the same as or different from English or another spoken language.	Understand which sentence structures are the same as or different from English or another spoken language.
	Begin to use first person present tense of some verbs.	Understand the main core structures and begin to use some actively e.g. First and third person present tense of verbs.	Show a greater understanding of adjective agreement.	Understand and use negatives.
	Recognise negative first person verbs.	Begin to use third person present tense verbs.	Begin to use quantifiers / intensifiers.	Use conjunctions (and/but/also/because) to make compound sentences.
	Understand capitalisation rules for days of the week and months of the year.	Use negative first person verbs.	Begin to use simple conjunctions (and/but/also) to make compound sentences.	Recognise and use conditional tense verbs to express opinion.
	Recognise possessive adjectives.	Begin to understand the structure of questions.	Use negative first and third person verbs.	Give justifications for opinions.
		Begin to use simple adjectives with nouns.	Use positive and negative verbs together in a sentence.	Use the conventions for sentence structure studied.
		Begin to comprehend basic adjective agreement.	Remember and use accurate questions.	Recognise and use different spellings for masculine and feminine adjectives.
		Understand possessive adjectives.		
Cultural understanding	How festivals are celebrated Lifestyle: food	Identify countries where selected language is spoken	Knowledge of places of interest within the country studied.	Knowledge of famous people /events from the country studied.

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Curriculum Intent

At St. John the Evangelist, our Spanish curriculum is designed to foster curiosity, cultural appreciation and confident communication. We believe that learning a language opens doors to global understanding and deepens pupils' empathy and respect for others. Through our mixed-age Spanish curriculum, we aim to:

- Develop pupils' listening, speaking, reading, and writing skills in Spanish through engaging, age-appropriate content.
- Build cultural awareness by exploring Spanish-speaking countries, traditions, and daily life.
- Encourage enjoyment and creativity in language learning, using songs, stories and games.
- Ensure progression and retention across mixed-age classes, with clear linguistic building blocks and revisited vocabulary.
- Promote resilience and confidence by celebrating effort, modelling mistakes as learning opportunities and fostering a growth mindset.

Spanish lessons are a joyful space where pupils learn to express themselves, appreciate diversity and grow in confidence.

Curriculum Implementation

We follow a mixed-age scheme of work, which provides a structured yet flexible approach to teaching Spanish across Key Stage 2 as well as allowing for creative adaptation to suit our pupils' needs.

The curriculum is organised into thematic units that spiral key vocabulary and grammar, enabling pupils to revisit and deepen understanding over time. Lessons are carefully sequenced to support progression across year groups, with differentiated outcomes and inclusive activities. Lessons also incorporate visual aids, kinaesthetic tasks, songs and storytelling to support memory and engagement. Pupils practise speaking in pairs and groups, building fluency and confidence. Teachers use informal assessment (e.g. observation, pupil response, mini-quizzes) to track progress and inform planning. End-of-unit tasks provide opportunities for pupils to showcase their learning. Our Spanish curriculum is enriched through links with geography, RE and literacy, allowing pupils to explore language in meaningful contexts.

Curriculum Impact

By the end of Key Stage 2, we endeavour that our pupils will:

- Demonstrate growing confidence in speaking and understanding Spanish, using key vocabulary and phrases with increasing accuracy.
- Show curiosity and respect for Spanish-speaking cultures, recognising similarities and differences with their own lives.
- Retain core language structures and vocabulary through regular retrieval and practice.
- Apply their language learning strategies to new contexts, showing resilience and enthusiasm.
- Leave primary school with a strong foundation for further language study in Key Stage 3.

Spanish at St. John the Evangelist is more than a subject—it's a celebration of language, culture and connection. It nurtures confident communicators, compassionate global citizens, and joyful learners.

Spanish lessons are designed to be 30 minutes and are in a consistent and common format. Lessons incorporate a phonics focus giving pupils the opportunity to practise pronunciation. The resources employ a range of teaching styles and strategies to engage the children and embed learning, whilst also incorporating sound files of the language spoken by a specialist. We also look for further opportunities to consolidate learning over the week.

KS1

Whilst there are no formal lesson requirements for KS1, a range of resources have been made to ensure exposure to a modern foreign language. In addition, KS1 may participate in language enrichment days and cultural awareness days.

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"Language is not just a means of communication. It is also a carrier of identity, culture, and history."
David Crystal

Curriculum Coverage							
Upper KS2	Cycle A Y5/6		Números Grandes		Los Planetas		En Mi Pueblo
							
							
							
	Cycle B Y5/6		Así Soy Yo		¡Describimos!		Me Encantan Los Deportes
							
							
							
Lower KS2	Cycle A Y3/4		Nos Presentamos		Los Colores		¿A qué Fecha Estamos?
					¿Tienes Mascotas?		¿Qué Tiempo Hace?
			Vamos a Contar				
							
	Cycle B Y3/4		Presento a Mi Familia		¿Cuánto Dinero Tienes?		En el Parque de Animales
							¿Tienes Hambre?
							
							

Mixed Age Classes

Our mixed age classes, operate a cycle of learning (two-year rolling programme) to ensure that pupils meet threshold concepts and end points for their year group without repeating the same theme of learning.

SEND

The MFL curriculum has been designed to be delivered to the whole class. However, the tasks are adapted by class teachers to meet the needs of individual children. To ensure pupils with SEND achieve well, they should be exposed to the same learning as their peers; however, the way they evidence their learning through the tasks can be adapted.

Through scaffolding, tasks can be adapted to ensure all learners can access and evidence the same threshold concepts and learning objectives as their non-SEND counterparts. Scaffolding strategies can include providing sentence starters, a writing frame, vocabulary banks, sorting and matching cards or visual prompts. Reactive or proactive adaptations can make the BHCET curriculum accessible and achievable for all.

Other strategies of adaptation are outlined through the EEF's Five-a-Day principles, which include explicit instruction, metacognitive strategies, flexible grouping and the use of technology:

Scaffolding

'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, a teacher would provide enough support so that pupils can successfully complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of the pupil's current capabilities.

Examples: Support could be visual, verbal, or written. Writing frames, partially completed examples, knowledge organisers, sentence starters can all be useful. Reminders of what equipment is needed for each lesson and classroom routines can be useful. Scaffolding discussion of texts: promoting prediction, questioning, clarification and summarising.

Explicit Instruction

Explicit instruction refers to a range of teacher-led approaches, focused on teacher demonstration followed by guided practice and independent practice. Explicit instruction is not just "teaching by telling" or "transmission teaching". One popular approach to explicit instruction is Rosenshine's 'Principles of Instruction'.

Examples: Worked examples with the teacher modelling self-regulation and thought processes is helpful. A teacher might teach a pupil a strategy for summarising a paragraph by initially 'thinking aloud' while identifying the topic of the paragraph to model this process to the pupil. They would then give the pupil the opportunity to practise this skill. Using visual aids and concrete examples promotes discussion and links in learning.

Cognitive and Metacognitive Strategies

Cognitive strategies are skills like memorisation techniques or subject specific strategies like methods to solve problems in maths. Metacognitive strategies help pupils plan, monitor and evaluate their learning

Examples: Chunking the task will support pupils with SEND – this may be through provision of checklists, instructions on a whiteboard or providing one question at a time. This helps reduce distractions to avoid overloading working memory.

Prompt sheets that help pupils to evaluate their progress, with ideas for further support.

Flexible Grouping

Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met

Examples: Allocating temporary groups can allow teachers to set up opportunities for collaborative learning, for example to read and analyse source texts, complete graphic organisers, independently carry out a skill, remember a fact, or understand a concept. Pre-teaching key vocabulary, is a useful technique.

Use of Technology

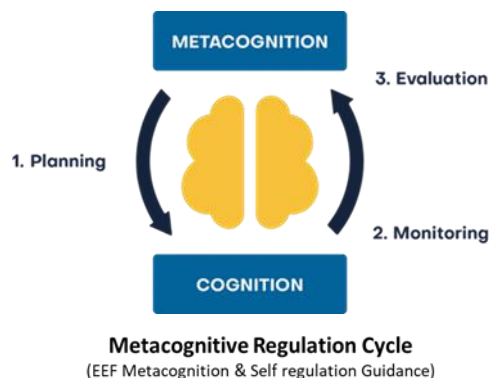
Technology can assist teacher modelling. Technology, as a method to provide feedback to pupils and/ or parents can be effective, especially when the pupil can act on this feedback.

Examples: Use a visualizer to model worked examples. Technology applications, such as online quizzes can prove effective. Speech generating apps to enable note-taking and extended writing can be helpful.

Assessment

Assessment comprises two linked processes:

Formative Assessment: provides Assessment for Learning. Is a continuous process and an integral part of teaching and learning; informal observations, dialogue/effective use of questioning, consolidation activities, low stakes quizzing, routine marking; and pupil/peer assessment all contribute to the developing profile of progress. When pupils make changes and consider actions to their work, based on the activity, they are 'self-regulating' their work. Self-regulating activities can be termed Assessment as Learning. Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. Pupils start by **planning** how to undertake a task, working on it while **monitoring** the strategy to check progress, then **evaluating** the overall success.



Summative Assessment: provides Assessment of Learning and is a judgement of attainment at key points throughout the year- using past knowledge to measure attainment and progress. Examples of this are standardised tests, tasks and end of term/annual assessments which include a sample of pupil's prior learning.

Assessment is a continuous process which is integral to teaching and learning and:

- Enables an informed judgement to be made about a pupil's understanding, skills, attitude to learning and successful acquisition of knowledge as they move through the curriculum.
- Incorporates a wide range of assessment techniques to be used in different contexts/purposes.
- Is accompanied by **clear assessment criteria** that enables effective marking and feedback, a reliable progress evaluation to be given and demonstrates clearly what a pupil must do to improve.
- Provides feedback recognising achievement, increasing pupil confidence/motivation.
- Supports learning by making clear to pupils: what they are trying to achieve; what they have achieved; what the learning gaps and misconceptions are and what the next steps in learning are.
- Allows regular subject specific extended writing and access to high quality text/ reading.
- Should be moderated and standardised to ensure **purposeful, meaningful, and timely feedback**.
- Includes feedback to pupils to help them understand what they need to improve, challenging them to achieve their target rather than a grade.
- Allows leaders and staff to make timely adaptations to the curriculum.

