

MFL

"A different language is a different vision of life" [Federico Fellini]

"The limits of my language mean the limits of my world" [Ludwig Wittgenstein]

Curriculum Coverage

Upper KS2	UKS2 Cycle A	Weather	Health	Free Time
	UKS2 Cycle B	House	Home town	Out and about
Lower KS2	LKS2 Cycle A	Family	All about me	Four Friends
	LKS2 Cycle B	Myself and others	Food and Drink	Body
KS1	Cycle A	Introductions	Library of Languages (colours and numbers)	Library of Languages (El pez arcoiris)
	Cycle B	Greetings	Library of Languages (animals)	Library of Languages (La rana de la boca grande) (La pequena oruga glotona)
EYFS		Basic Greetings	Numbers to 10	Songs

Intent

At St Mary Magdalen's, our Spanish curriculum provides an opening into other cultures. It helps to equip pupils with the knowledge and cultural capital to be successful in engaging in the world around them. Our curriculum encourages pupils to appreciate and celebrate diversity as well as providing the foundation for learning further languages which will enable pupils the opportunity to work and study in other countries. We aim for pupils to develop their listening, speaking, reading and writing skills in Spanish to support their transition to local secondary providers.

Implementation

High quality MFL teaching and learning in primary school is our ultimate goal. This forms part of a larger progressive curriculum into KS3. In their study of languages, pupils will develop their understanding and awareness of vocabulary and opinions, manipulating language and accuracy in grammar and spelling, by:

- learning languages on a 'loop'. Our series of lessons and units enable pupils to constantly revisit and build on prior knowledge, with each year group's knowledge building upon the previous learning. Recall is continuous so that knowledge is steadily built.
- building knowledge effectively with a consistent approach to our lessons. We aim to develop listening, reading, speaking and writing skills simultaneously; each lesson will cover these four skills equally.
- ensuring substantive and disciplinary knowledge are explicitly taught and blended together in teaching and planning as both are necessary for progress in learning. By substantive knowledge we mean the key content of each unit, for example key vocabulary. By disciplinary knowledge we mean the linguistic skills necessary to use their substantive knowledge effectively, for example adjective agreement. Students will develop understanding of grammar and phonics.
- regular exposure to songs, poems, games and stories to create enthusiasm for language learning. All lesson resources and planning materials are detailed and include voice overs to cater for the non-specialist and Primary.
- using knowledge mats and rich texts to enhance children's learning.

Impact

Pupil dialogue and work in books shows a high standard of MFL teaching and learning. Pupils are able to talk with linguistic knowledge and vocabulary about the topics they have studied. They can make links and connections to what they have been taught previously and understand how their knowledge is building and progressing. Clear enthusiasm and enjoyment is visible in the lessons.

