



**Bunbury Aldersey CE Primary School**  
**MFL curriculum map:**  
**Reception to Year 6**



## Let Your Light Shine - Matthew v5:16

**Article 29:** Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.

Our Curriculum Policy details our intent behind our curriculum, how we implement it and our desired impact. At RCSAT, the school curriculum consists of all those activities designed or encouraged within its organisational framework to provide the intellectual, emotional, personal, social, spiritual and physical development of all its pupils. It includes not only the subject specific curriculum but also the 'informal' programme of enrichment and extra-curricular activities.

The curriculum at RCSAT, developed over a number of years, is firmly rooted in and stems directly from our Vision, Mission and Core Values;

Our Vision – 'Let your Light shine' Matthew v5:16

Our Mission – 'A Caring Christian Family Where We Grow Together'

Our Core Values –

WE aim to create an enjoyable, inclusive, safe and nurturing environment that allows all children to develop spiritually, morally and socially.

– *every child is a child of God, made to contribute to our world.*

WE aim to create an inspiring environment, which encourages enthusiasm for lifelong learning and establishes an expectation of high standards.

– *knowing the way, showing the way and going the way.*

WE aim to encourage caring, sensitive and inclusive attitudes where individuals feel secure, valued and respected by others.

– *like Jesus showed us through his teachings*

WE aim to provide a broad and connected curriculum which challenges and develops the potential of each child.

– *as Jesus needed his disciples to support and guide, so we look to others with more knowledge*

WE aim to develop a positive relationship between home, school and our wider community

- *as a family – as brothers and sisters*

## Spanish curriculum intent

We study Spanish as our modern foreign language and we intend to give pupils the foundational language skills needed in order to explore and communicate with those of other cultures. We aspire to enthuse and engage children's understanding of other countries, giving them the required skills in order that they can express themselves, communicate and converse in Spanish; listening, understanding and responding to Spanish verbally and in writing. Our ambition is that children's study of Spanish will enable them to think about things differently and engage with content in another language, beginning to equip them with the required knowledge and skills to explore the world of study and work in other countries.

### **Through our study of Spanish, we aim to ensure all pupils:**

- understand and respond to spoken and written language from a variety of authentic sources
- 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 in the language studied

## Implementation

### **Curriculum structure & sequencing**

With language being a specialist subject we adopt a high-quality scheme of work to deliver Spanish throughout KS2. The Language Angels scheme is structured and sequenced progressively, in order that children develop foundational language skills which they build on year after year.

### **Content & concepts**

The content of our Spanish curriculum is selected with two ideas in mind: what will be most purposeful to our children should they be required to speak Spanish and what will be most engaging. The content and concepts taught are also the foundational elements of the Spanish language that they will go on to study in KS3 and KS4 meaning our KS2 offer is a precursor to what children will be studying in their next steps in education. Content is taught through mixtures of speech, listening, reading and engaging in interactive content.

### **Enrichment and personal development:**

Enrichment comes through participation in various engaging activities and opportunities. We strive to provide real world scenarios for the children in order to enrich their learning and as such engage in theme days, French food tasting and inviting native Spanish speakers in school to engage with the children and further their learning and language experience.

### **Assessment and next steps**

Assessment of Spanish is set against a detailed, bespoke assessment framework from the Language Angels scheme. It covers speaking, listening and understanding to ensure children are assessed against a full picture of languages teaching as opposed to simply call and response type activities. The methodology of the Spanish language is also assessed, such as grammar and pronunciation. This is to ensure our children enter high school and more complex language education in the best position possible to make effective progress.

	Year 3	Year 4	Year 5	Year 6
Autumn Term				
Half Term 1	Phonetics 1 (X) & 	Phonetics 1-2 (X) & 	Phonetics 1-2 (X) & 	Phonetics 1-3 (X) & 
	I Am Learning Fr/Sp/It (E) 	I Am Able ...(Fr)    I Know How...(It/Sp) (E)	Seasons (E)  	Presenting Myself (I) 
Half Term 2	Animals (E) 	Fruits (E)   	Ice-Creams (E)   	My Family (I)  
Spring Term				
Half Term 1	Instruments (E)  	Vegetables (E)   	Presenting Myself (I) 	The Date (I)  
Half Term 2	I Am Able ...(Fr)    I Know How...(It/Sp) (E)	Presenting Myself (I) 	My Family (I)  	Do You Have a Pet? (I)  
Summer Term				
Half Term 1	Fruits (E)   	My Family (I)  	At the Tea Room (Fr)   At the Café (Sp) At the Restaurant (It) (I)	My Home (I)   
Half Term 2	Ice-Creams (E)   	In the Classroom (I)  	My Home (I)   	Clothes (I)   

## Inclusion within MFL (Spanish)

We are an inclusive school and as such, do not believe in narrowing the curriculum for any learner. Our curriculum is designed with inclusion of all at heart, and our curriculum intent is therefore the same for all children.

However, we are mindful that there are an abundance of factors which need to be considered in order for all learners to be able to access learning according to their individual needs; perhaps none more so than for those learners with Special Educational Needs and Disabilities (SEND).

Therefore, whilst our curriculum intent is the same for all learners; our implementation of the curriculum may well look different for different groups of pupils. Teachers will plan, scaffold, challenge and embed learning through activities which are adapted to meet children's needs – we call this adapted implementation. This is to ensure that our curriculum can be met by all within an inclusive environment, mindful and responsive to children's needs.



Word banks and picture resources may be supplied to assist learners with scientific language and processes.



Staff may scribe for children to ensure a child's explanations and articulation is not limited by writing competence.



Make regular references to relevant language throughout the lesson and school day using tools such as working and display walls.



Use small group teaching opportunities to dedicate more time and support to provide additional learning opportunities to learners working towards a planned objective.

Provide learners with targeted resources to support their learning and understanding such as concept cartoons and visual aids.

**Same intent,  
adapted implementation**

# Progression of Skills



## Language Learning Skills Progression KS2

	Year 3	Year 4 (Assuming at least 1 year of previous foreign language learning)	Year 5 (Assuming at least 2 years of previous foreign language learning)	Year 6 (Assuming at least 3 years of previous foreign language learning)
Listening	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Reading	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writing	Write familiar words & short phrases using a model or vocabulary list. <b>EG:</b> 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. <b>EG:</b> My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. <b>EG:</b> My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. <b>EG:</b> A presentation or description of a typical school day including subjects, time and opinions.
Grammar	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. <b>EG:</b> 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning ( <b>EG:</b> 'the', 'a' or 'some'). Introduce simple adjectival agreement ( <b>EG:</b> adjectival agreement when describing nationality), the negative form and possessive adjectives. <b>EG:</b> 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles ( <b>EG:</b> definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation ( <b>EG:</b> 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour <b>EG:</b> 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives ( <b>EG:</b> which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. <b>EG:</b> 'to go', 'to do', 'to have' and 'to be'.

# Bunbury Aldersey CE Primary - MFL End Points

Year 3	Year 4	Year 5	Year 6
<b>Phonetics 1-La fonetica</b>	<b>Phonetics 1-2 - La fonetica</b>	<b>Phonetics 1-2 – La fonetica</b>	<b>Phonetics 1-3 –La fonetica</b>
Phonetics 1 Recognise and pronounce a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience	Learn a selection of the key phonemes to facilitate accurate and authentic pronunciation.	To learn a selection of the key phonemes to facilitate accurate and authentic pronunciation.	Pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation
<b>I am learning Spanish</b>	<b>I know how - Se</b>	<b>Las estaciones</b>	<b>Me Presento</b>
Pupils will have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where Spanish is spoken.	Learn 10 familiar activities in Spanish and use the negative form building interesting sentences using conjunctions.	To learn the four seasons of the year in Spanish. Pupils will have the skills and knowledge to say which is their favourite season and why	To develop the knowledge and skills to present themselves both orally and in written form in Spanish. To learn how to ask questions and demonstrate understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality.
<b>Los Animales</b>	<b>La Fruta</b>	<b>Los helados</b>	<b>Mi Familia</b>
Pupils will learn 10 familiar animals and be introduced to the 1 <sup>st</sup> person singular high frequency verb “I am” in Spanish. To be able to recognise, recall, remember and spell up to 10 animals with their indefinite article.	Learn 10 fruits and be introduced to the simple opinions ‘I Like’ and ‘I do not like’	To learn ten flavours of ice-cream and the transactional language required to purchase an ice cream in Spanish. To take part in role play activity where they will order a cone or pot of ice cream in the flavour of their choice	Develop the knowledge and skills to make a presentation about their own/ fictitious family in both spoken and written form in Spanish. To demonstrate and increasing knowledge of grammar and the use of the possessive in Spanish. Develop the change from 1 <sup>st</sup> person to 3 <sup>rd</sup> person singular.
<b>Los Instrumentos</b>	<b>Les Verduras</b>	<b>Me Presento</b>	<b>La fecha</b>
Pupils will learn 10 familiar instruments and be introduced to the 1 <sup>st</sup> person singular high frequency verb “I play” in Spanish. To be able to recognise, recall, remember and spell up to 10 instruments with their	Learn 10 common vegetables in their plural form with their definite articles in Spanish. Learn basic transactional language required to take part in role play activity on buying fruit from a	To develop the knowledge and skills to present themselves both orally and in written form in Spanish. To learn how to ask questions and demonstrate understanding of grammar to manipulate language and	To develop knowledge of days of the week, months of the year and numbers 1 – 31. Pupils will be able to say the date and when their birthday is in Spanish.



definite article.	vegetable stall	start to create sentences of their own using a range of personal details including name, age, where they live and nationality.	
<b>I Know How...</b>	<b>Me Presento</b>	<b>Mi Familia</b>	<b>Tienes una mascota?</b>
In this unit pupils, will learn 10 familiar activities that they know how or do not know how in Spanish. This unit introduces the negative form allowing the children to build	Develop the knowledge and skills to present themselves orally and in written form in Spanish. Develop an understanding of grammar to manipulate the language and start to create sentences of their own using a range of personal details.	Develop the knowledge and skills to make a presentation about their own/ fictitious family in both spoken and written form in Spanish. To demonstrate and increasing knowledge of grammar and the use of the possessive in Spanish. Develop the change from 1 <sup>st</sup> person to 3 <sup>rd</sup> person singular.	To develop the knowledge and skills to present both orally and in written form about the pets they have or do not have in Spanish. Move from 1 <sup>st</sup> person singular to 3 <sup>rd</sup> person singular verb usage so that they are able to say what the pet is called and use conjunctions.
<b>La Fruta</b>	<b>Mi Familia</b>	<b>En La Cafeteria</b>	<b>Mi Casa</b>
Pupils will learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'	Develop the knowledge and skills to make a presentation about their own/ fictitious family in both spoken and written form in Spanish. To demonstrate and increasing knowledge of grammar and the use of the possessive in Spanish. Develop the change from 1 <sup>st</sup> person to 3 <sup>rd</sup> person singular.	To develop the knowledge and skills to perform a short role-play in a Spanish café. To integrate nouns, gender, determiners and plurality so that pupils can say and write what they are ordering to eat/drink.	To develop knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in Spanish.
<b>Los Helados</b>	<b>La clase</b>	<b>Mi Casa</b>	<b>La ropa</b>
Pupils will learn 10 flavours of ice-cream and the transactional language required to purchase and ice cream in Spanish.	Develop the knowledge and skills to present orally and in written form about what they have and do not have in their pencil cases and/or school bag in Spanish. Demonstrate an understanding of the negative form.	To develop knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in Spanish.	To develop the knowledge and skills to describe what they are wearing in Spanish. Develop the use of nouns, gender, determiners, plurality, possessives, adjectival agreement, 1 <sup>st</sup> person conjugation so that pupils can say and write what they are packing in their suitcase for a holiday.

## Example of substantive/ disciplinary knowledge in a unit

(the 'what')

Phonics

ch  
j  
ñ  
rr  
ll

Vocabulary

Simple Greetings

Numbers 1-10

10 Key Colours

Grammar

None

(the 'how')

Ensuring pupils are able to pronounce words in the foreign language more accurately and communicate effectively.

How to answer the question and say how you are feeling in Spanish.

Eg: *¿Cómo estás?*

How to ask somebody their name in Spanish.

*¿Cómo te llamas?*

How to answer and say what your name is in Spanish.

*Me llamo...*

In preparation for future units (to express their age and birthday and the date).

In preparation for future units (describing clothes).

None as this is an introductory unit.

# Grammar Grid

	Year 3 Grammar	Year 4 Grammar	Year 5 Grammar	Year 6 Grammar
REVISED GRAMMAR		<ul style="list-style-type: none"> <li>• Understand better the concept of gender.</li> <li>• Have better knowledge and recall of 1st person singular of high frequency verbs.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand better the concept of gender.</li> <li>• Have better knowledge and recall of 1st person singular of high frequency verbs.</li> <li>• Understand better the use of the possessive.</li> <li>• Understand better the concept of adjectives.</li> <li>• Understand better the use of the negative form.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand better the concept of gender.</li> <li>• Have better knowledge and recall of 1st person singular of high frequency verbs.</li> <li>• Understand better the use of the possessive.</li> <li>• Understand better the concept of adjectives.</li> <li>• Understand better the use of the negative form.</li> <li>• Conjunctions / Connectives.</li> <li>• Introduce the concept of whole regular verb conjugation.</li> </ul>
NEW GRAMMAR	<ul style="list-style-type: none"> <li>• Understand better the concept of gender.</li> <li>• Have better knowledge and recall of 1st person singular of high frequency verbs.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand better the use of the possessive.</li> <li>• Understand better the concept of adjectives.</li> <li>• Understand better the use of the negative form.</li> </ul>	<ul style="list-style-type: none"> <li>• Conjunctions / Connectives.</li> <li>• Introduce the concept of whole regular verb conjugation.</li> </ul>	<ul style="list-style-type: none"> <li>• Opinions</li> <li>• Introduce the concept of whole irregular verb conjugation.</li> </ul>



## Assessment in Spanish

**We place great emphasis on the importance of assessing children's knowledge, understanding and skillset within Spanish.**

When assessing Spanish, it is first essential to clearly articulate two important areas:

1. The specific endpoint for the unit being delivered,
2. The substantive and disciplinary knowledge to be taught to reach this endpoint.

At Bunbury Aldersey, we have mapped out all endpoints for all the Spanish units to be delivered, before specifying what substantive and disciplinary knowledge is to be taught within each unit to reach this endpoint. It is this knowledge and understanding that we assess children upon, believing accurate assessment can only be a reflection of what is taught to children.

When delivering lessons; teachers record notes, comments and reflections they feel pertinent to the formative assessment of their teaching and learning of Science. Feedback is delivered at the start of the following lesson, in order for children to recap prior learning undertaken before building on this. It also provides an opportunity to address any misconceptions and develop a greater understanding of what has been taught.

With the unit endpoint in mind, teachers will form a summative assessment for each child within a particular unit. This will be either, working towards / working at / working above the expected standard.

We define what the expected standard is by listing the essential substantive and disciplinary knowledge children should know in order to achieve this, also articulating what would classify a pupil who may be working below / above this. Teachers record this on a single page at the end of each unit, creating this summative judgement through a culmination of their formative assessments and evidenced work within children's books; against this framework of what is to be taught.



