



Foreign Languages at Falconhurst School



Impact of our Spanish Curriculum

Through the high-quality first teaching of Spanish taking place we will see the impact of the subject in the following ways:

- Children will become aware that a language has a structure, and that the structure differs from one language to another.
- Children will develop their language and communication through development of the four key skills of speaking, listening, reading and writing.
- Children will enrich their language learning by developing an understanding of the Spanish culture.
- Children will transfer to KS3 effectively and successfully and will be well prepared to continue and develop their language skills.

We measure the impact of MFL using the National Curriculum and the Key Milestones for each end point: Year 4 and Year 6

Skills, knowledge and understanding assessed as not being secured yet is monitored and woven into future plans to ensure learning is secured. Impact is measured in class observations and ongoing formative assessments (revisiting sticky knowledge, low-stakes quizzing and flashbacks), self and peer assessments, pupil interviews, phase team and staff meetings and summative assessments

Intent for our Linguists

At Falconhurst, we provide our children with exciting and interesting opportunities in languages. Due to the multicultural heritage of our local environment, we engage with our community to pass on their languages and cultures to our younger children so to encourage curiosity and understanding. As they progress through the school, Spanish becomes more prevalent, allowing the children to express their ideas and thoughts in another language and to actively communicate with Spanish speakers in both speech and writing.

Our intention is to provide our children with a firm foundation for advanced language learning, potentially opening the door to studying and working abroad.

Characteristics of a Linguist

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| <ul style="list-style-type: none"> • The confidence to speak with good intonation and pronunciation. • Fluency in reading. • Fluency and imagination in writing. • A strong awareness of the culture of the countries where the language is spoken. | <ul style="list-style-type: none"> • A passion for languages and a commitment to the subject. • The ability to use language creatively and spontaneously. • An independence in their studies and the ability to draw upon a wide range of resources. |
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Milestones

Essential National Curriculum Opportunities Key Stage 1		Essential National Curriculum Opportunities Key Stage 2	
		<ul style="list-style-type: none"> · In the chosen modern language: <ul style="list-style-type: none"> ○ Speak ○ Read ○ Write · Look at the culture of the countries where the language is spoken. · If an ancient language is chosen, read, translate and explore the culture of the time. 	
Essential Learning Objectives	Milestone 2 End of Year 4	Milestone 3 End of Year 6	
Read Fluently	Read out loud everyday words and phrases. Use phonic knowledge to read words. Read and understand short written phrases. Read out loud familiar words and phrases. Use books or glossaries to find out the meanings of new words.	Read and understand the main points in short written texts. Read short texts independently. Use a translation dictionary or glossary to look up new words.	
Write Imaginatively	Write or copy everyday words correctly. Label items and choose appropriate words to complete short sentences. Write one or two short sentences. Write short phrases used in everyday conversations correctly.	Write a few short sentences using familiar expressions. Express personal experiences and responses. Write short phrases from memory with spelling that is readily understandable. Use dictionaries or glossaries to check words.	
Speak Confidently	Understand a range of spoken phrases. Understand standard language (sometimes asking for words or phrases to be repeated). Answer simple questions and give basic information. Give responses to questions about everyday events. Pronounce words showing a knowledge of sound patterns.	Understand the main points from spoken passages. Ask others to repeat words or phrases if necessary. Ask and answer simple questions and talk about interests. Take part in discussions and tasks. Demonstrate a growing vocabulary. Be understood with little or no difficulty.	
Understand and the Culture	Identify countries and communities where the language is spoken. Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken. Show awareness of the social conventions when speaking to someone.	Describe with some interesting details some aspects of countries or communities where the language is spoken. Make comparisons between life in countries or communities where the language is spoken and this country.	

Implementation of Languages

We teach Spanish across Key Stage 2. The school uses the "Language Angels" scheme of work to support the teaching and learning of Spanish. This provides clear progression for the development of speaking and listening and vocabulary acquisition. There are resources to support the teaching and learning opportunities for pupils.

They use a variety of the following techniques to encourage children to have an active engagement with Spanish:

- Games - in order to develop vocabulary through repetition, reading, writing, speaking and listening skills.
- Role-play - these should relate to the situations the children may find themselves in the future.
- Action songs and rhymes - to develop phonetic skills, memory skills and to further vocabulary.
- Reading and writing quality materials.
- We build children's confidence through praise for any contribution they make in the foreign language, however tentative.

We base the teaching on the 2014 National Curriculum through the Language Angels. We have adapted this to the context of our school. This provides teachers with clear progression grids and content for teaching and learning.

Spanish Curriculum Map - Year three and four

Cycle one Milestone 2 No previous experience	Autumn 1 Phonics I am learning Spanish	Autumn 2 Animals (E)	Spring 1 I know how	Spring 2 Fruits (E)	Summer 1 Seasons (E)	Summer 2 Presenting myself (I)
Listening	Say all vocabulary including some simple rhymes with accurate pronunciation. Listen to model role-plays and infer meaning. Numbers listening exercise.	Match sound to animal picture / word / phrase.	Match sound to picture / word / phrase.	Match sound to picture / word / phrase. Understanding slightly longer text.	matching each season to a picture, word or phrase. Understanding slightly longer text and starting to learn to decode and gist listen by lesson 5.	Match sound to picture / word / phrase. Numbers 1-20 listening exercise in lesson 3.
Speaking	Listen to and recognise all vocabulary in target language without written form. Say colours and numbers 1-10. Role play on saying how you are and what your name is.	Be able to say "I am..." plus an animal in foreign language by end of unit.	Say "I am able to.." / "I can..." plus activity by end of unit.	Name 10 fruits and say "I like..." and I don't like..." plus a fruit by end of unit.	Starting with the individual seasons (noun + definite article) and building towards saying a short phrase about the key characteristics of each season by lesson 5.	Perform role play with name, age, where they live and nationality in lesson 5.
Reading	Read all new vocabulary and simple rhymes without hearing first. Match colours to written form. Match written form of numbers to digits.	Match word to animal picture / word / phrase in English.	Match key verb to picture / word / phrase in English.	Match key nouns to picture / word / phrase in English.	Matching seasons to images / words / phrases. Short and simple reading tasks by lesson 5.	Read role-plays and understand the content.

Writing	Spell all new language as accurately as possible via tasks in each lesson. Activities lessons 1-5. Create name labels. Worksheets in lesson 5.				Differentiated worksheets in each lesson. Building towards writing a short phrase about each season by lesson 5.	Extended writing
Grammar		Introduction of gender via the indefinite article and first person singular of the verb 'to be'.	Modal verb followed by infinitive. "I am able to..." / "I can..." plus verb infinitive. First person singular only.	Indefinite article with fruits. How to articulate a simple opinion. "I like..." and "I don't like..." plus the fruit in plural form.	Use of definite articles with the seasons and learning how to say 'in' a particular season.	Nationalities and adjectival agreement based on gender.

Spanish Curriculum Map- Year 5 and 6

Spanish Curriculum Map- Year 5 and 6						
Cycle one Milestone 3	Autumn 1 Phonics Fruits (E)	Autumn 2 Vegetables (E)	Spring 1 Presenting myself (I)	Spring 2 My family (I)	Summer 1 At the café (I)	Summer 2 In the classroom (I)
Listening	Say all vocabulary including some simple rhymes with accurate pronunciation. Match sound to picture / word / phrase. Understanding slightly longer text.	Match sound to picture / word / phrase. Understanding slightly longer text.	Match sound to picture / word / phrase. Numbers 1-20 listening exercise in lesson 3.	Match sounds to picture / word / phrase.	Match sound to picture / word / phrase..	Matching sound to picture / word / phrase in lessons 3-4.
Speaking	Listen to and recognise all vocabulary in target language without written form. Name 10 fruits and say "I like..." and "I don't like..." plus a fruit by end of unit.	Short role play using "I would like..." and the quantity of vegetable (1kg and 1/2kg only) by end of unit.	Perform role play with name, age, where they live and nationality in lesson 5.	Present orally on your / a family in lesson 5.	Café role play in lesson 5	'What I have.. / don't have..' in my pencil case in lesson 5.
Reading	Read all new vocabulary and simple rhymes without hearing first. Match key nouns to picture / word / phrase in English.	Match key nouns to picture / word / phrase in English. Short and simple reading tasks by week 5.	Read role-plays and understand the content.		Match word to picture / sound / phrase.	Match word to picture / sound / phrase.
Writing	Spell all new language as accurately as possible via tasks in each lesson.		Extended written opportunity week 5.	written presentation based on a / your family. Extended written opportunity week 5.	Create a menu with prices in lesson 5.	'I have... / I don't have...' worksheets in lesson 3. Extended written opportunity week 4.
Grammar	Indefinite article with fruits. How to articulate a simple opinion. "I like..." and "I don't like..." plus the fruit in plural form.	Plural use of the definite article plus high frequency structure "I would like..." plus first form.	Nationalities and adjectival agreement based on gender.	Different possessives for 'MY'. Moving from 1st person to 3rd person singular with 'he / she is called...'	1st person singular 'I would like / have' when ordering food and drink.	Gender and indefinite article. Learning to sort and categorize by article. Use of the

		person singular of verb "to have".				negative when saying 'I do not have...'
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Spanish Curriculum Map - Year three and four

Cycle Two Milestone 2 Some experience	Autumn 1 Phonics Instruments (E)	Autumn 2 Seasons	Spring 1 Vegetables (E)	Spring 2 Ice-cream (E)	Summer 1 In the classroom (I)	Summer 2 Goldilocks or habitats (I)
Listening	Say all vocabulary including some simple rhymes with accurate pronunciation.	Matching each season to a picture, word or phrase. Understanding slightly longer text and starting to learn to decode and gist listen	Match sound to picture / word / phrase. Understanding slightly longer text.	Matching sounds to icecream flavours in pictures, words and phrases. Extended listening challenge offered in lesson 4 with extra vocabulary for cones and pots.	Matching sound to picture / word / phrase in lessons 3-4.	Match sound to picture / word / phrase throughout the unit.
Speaking	Listen to and recognise all vocabulary in target language without written form. Be able to say "I play..." plus an instrument in foreign language by end of unit.	Starting with the individual seasons (noun + definite article) and building towards saying a short phrase about the key characteristics of each season	Short role play using "I would like..." and the quantity of vegetable (1kg and 1/2kg only) by end of unit.	Starting with the individual flavours and building towards a role play in an ice-cream shop / parlour.	'What I have.. / don't have..' in my pencil case in lesson 5.	Say words / parts of the story to retell the story in the target language.
Reading	Read all new vocabulary and simple rhymes without hearing first. Match sound to instrument sound / picture / word / phrase.	Matching seasons to images / words / phrases. Short and simple reading tasks	Match key nouns to picture / word / phrase in English. Short and simple reading tasks	Match word to icecream flavour picture / word. Extended reading opportunities offered in lessons 4 & 5 including cones, pots and number of scoops.	Match word to picture / sound / phrase.	Match picture, word and phrase cards. Story reordering worksheet in lessons 4-5 .
Writing	Spell all new language as accurately as possible via tasks in each lesson.	Building towards writing a short phrase	Differentiated worksheets every lesson.	Differentiated tasks building towards designing their own icecream in lesson 5 using flavours, cones, pots and number of scoops. Short translation tasks (from English into the foreign language) provided in lesson 5.	'I have... / I don't have...' worksheets in lesson 3. Extended written opportunity week 4.	Create story minibook in lesson 4-5 using picture, word and phrase cards.
Grammar		Use of definite articles with the seasons and learning how to say 'in' a particular season.	Plural use of the definite article plus high frequency structure "I would like..." plus first person singular of verb "to have".	Verb structures - first person singular form of the phrase 'I would like...'	Gender and indefinite article. Learning to sort and categorize by article. Use of the negative when saying 'I do not have...'	

Spanish Curriculum Map – Year five and six

Cycle Two Milestone 3 Some experience	Autumn 1 Phonics The Date (I)	Autumn 2 Do you have a pet? (I)	Spring 1 What is the weather? (I)	Spring 2 My Home (I)	Summer 1 Clothes (I)	Summer 2 At School (P)
Listening	Say all vocabulary including some simple rhymes with accurate pronunciation. Months listening exercise in lesson 2.	Match sound to picture / word / phrase throughout whole unit.	Challenging weather listening exercise in lesson 3.	Challenging listening exercises in lessons 4 and 5.	Extended listening exercises in lessons 4 and 5.	Extended listening exercise on school subjects, times and opinions in lesson 4.
Speaking	Listen to and recognise all vocabulary in target language without written form. Say months of the year. Say when your birthday is in target language. Birthday survey in lessons 4-5.	Oral class survey / interview on pets in lesson 5.	Ask and answer what the weather is like today in target language. Present as a weather forecaster in lesson 5.	Say where you live and name the rooms in your house that you have and do not have.	Describe what you wear in terms of colour and in lesson 5 saying what you are packing in a suitcase to go on holiday.	School survey in lesson 2. Present orally on school subjects and opinions in lesson 5.
Reading	Read all new vocabulary and simple rhymes without hearing first. Birthday reading exercise in lesson 5.	Match words to picture / sound / phrase. Create pet ID card in lesson 5.	Weather reading exercise in lesson 3.	Differentiated worksheets in all lessons. Longer reading texts.	Extended reading exercises in lessons 4 and 5.	Match words to picture / sounds / phrases throughout the uni
Writing	Spell all new language as accurately as possible via tasks in each lesson. Birthday diary worksheet in lesson 5. Extended written opportunity.	Various written tasks in lessons 1-5. Worksheets in lessons 4 and 5. Create pet ID card in lesson 4. Extended written opportunity week 5.	Create weather map and written weather report in lesson 5. Extended written opportunity.	Longer written email task and authentic reading task week 5.	Activities in lessons 1-5. Translation tasks in lesson 4 and extended writing opportunities in lesson 5	Written presentations on school subjects and opinions in lesson 5. Opportunity to write an email about what you like and do not like at school lesson 5.
Grammar		Gender and changing an indefinite article to a definite article.		First person singular of the verb "to live" and "to have". Full use of the negative "I do not have".	Indefinite and partitive articles. The verb 'to wear' in full (present tense), colours, adjectival agreement and the possessive adjective 'my'.	Definite articles with school subjects. First person singular of the verb 'to study'. Verb 'to go' in full in lesson 4. Formulating opinions and justifications. Adjectival agreement.

Milestone 2

Languages- Milestone 2 Essential Objective: To read fluently			
Key indicators	Basic (Yr 3 On track, Yr 4 Working towards)	Advancing (Yr 3 Highly Secure, Yr 4 On track)	Deep (Yr 4 Highly Secure)
Read out loud everyday words and phrases.	With support of a teacher, some everyday words and phrases are read out loud.	Generally, familiar words and phrases are read out loud.	A growing range of familiar words and phrases are read out loud with confidence
Use phonic (or logographic in Mandarin) knowledge to read words.	With the support of a teacher, there are some attempts to use phonic (or logographic) knowledge to read words.	Generally, phonic (or logographic) knowledge is applied when reading words.	Most words can be read because of fluent phonic (or logographic) knowledge.
Read and understand short written phrases.	With support of a teacher, short written phrases are read with some understanding.	Generally, short written phrases with familiar language can be read and understood.	Short written phrases that include some familiar words are understood.
Read out loud familiar words and phrases.	With encouragement, there is some attempt to read out loud familiar words and phrases.	There is a growing confidence in reading out loud familiar words and phrases.	Familiar and unfamiliar phrases are read out loud with confidence.

Languages- Milestone 2 Essential Objective: To write imaginatively			
Key indicators	Basic (Yr 3 On track, Yr 4 Working towards)	Advancing (Yr 3 Highly Secure, Yr 4 On track)	Deep (Yr 4 Highly Secure)
Write or copy everyday words correctly.	With support of a teacher, there are some good attempts to write or copy everyday words.	There is increasing confidence in deciding how to write everyday words correctly.	Most familiar words are recalled rapidly and written correctly.
Label items and choose appropriate words to complete short sentences.	With support of a teacher, appropriate words are selected from a list to label items and complete short sentences.	Generally, appropriate word choices are selected from a list to label items and complete short sentences.	Carefully chosen words are used to label items and complete short sentences.
Write one or two short sentences.	With support of a teacher, one or two short sentences are written.	There is increasing confidence in deciding how to write short sentences about familiar topics.	Thoughtful, short sentences are written confidently in a wide range of situations.
Write short phrases used in everyday conversations correctly.	With support of a teacher, short phrases used in everyday conversations are written.	There is increasing confidence in deciding how to write short phrases used in everyday conversations.	Short phrases used in everyday conversations are written confidently in a range of situations.

Languages- Milestone 2 Essential Objective: To speak confidently			
Key indicators	Basic (Yr 3 On track, Yr 4 Working towards)	Advancing (Yr 3 Highly Secure, Yr 4 On track)	Deep (Yr 4 Highly Secure)
Understand a range of spoken phrases.	With support of a teacher, some spoken phrases are understood.	There is increasing confidence in deciding what some spoken phrases mean.	Many spoken phrases about familiar topics are quickly understood.

Answer simple questions and give basic information.	With encouragement, responses and basic information about everyday events are given.	There is increasing confidence in deciding how to provide responses to questions about everyday events.	Well-considered responses to questions about everyday events are given.
Pronounce words showing a knowledge of sound (or pitch in mandarin) patterns.	With encouragement, some words are pronounced correctly.	There is a growing knowledge of and confidence in word pronunciation.	Most familiar words are pronounced accurately and confidently.

Languages- Milestone 2			
Essential Objective: To understand the culture of the country in which the language is spoken			
Key indicators	Basic (Yr 3 On track, Yr 4 Working towards)	Advancing (Yr 3 Highly Secure, Yr 4 On track)	Deep (Yr 4 Highly Secure)
Identify countries and communities where the language is spoken.	During structured activities, countries where the language is spoken are explored.	There is a growing awareness of some of the countries in which the language is spoken.	There is a good awareness of many of the countries in which the language is spoken.
Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.	During structured activities, some knowledge of the customs and features of the areas where the language is spoken are explored.	There is a growing knowledge, and some understanding, of the customs and features of the areas where the language is spoken.	There is a well-developed knowledge and understanding of the customs and features of the areas where the language is spoken.
Show awareness of the social conventions when speaking to someone.	There is some awareness that there are conventions to follow when speaking.	There is a growing awareness that language used sometimes needs to be chosen to fit social conventions.	Social conventions are generally understood well, resulting in well considered language choices.

Milestone 3

Languages- Milestone 3			
Essential Objective: To read fluently			
Key indicators	Basic (Yr 5 On track, Yr 6 Working towards)	Advancing (Yr 5 Highly Secure, Yr 6 On track)	Deep (Yr 6 Highly Secure)
Read and understand the main points in short written texts.	There are some good examples of reading and understanding the main points in written texts.	There is a growing confidence in and ability to understand the main points in written texts.	Most short, written texts are quickly understood and explained.

Languages- Milestone 3			
Essential Objective: To write imaginatively			
Key indicators	Basic (Yr 5 On track, Yr 6 Working towards)	Advancing (Yr 5 Highly Secure, Yr 6 On track)	Deep (Yr 6 Highly Secure)
Write a few short sentences about personal experiences and responses using familiar expressions.	There are some good examples of short sentences about personal experiences and responses written using familiar expressions.	Generally, appropriate language choices are selected from suggestions to form short, sentences about personal experiences and responses.	Well-chosen language is chosen to write short sentences about personal experiences and responses.
Write short phrases from memory with spelling that is readily understandable.	There are some good examples of accurate spelling when writing from memory.	Generally, spelling is mostly accurate when writing from memory.	Spelling is accurate when writing from memory.

Languages- Milestone 3 Essential Objective: To speak confidently			
Key indicators	Basic (Yr 5 On track, Yr 6 Working towards)	Advancing (Yr 5 Highly Secure, Yr 6 On track)	Deep (Yr 6 Highly Secure)
Understand the main points from spoken passages.	There are some good examples of understanding the main points from spoken passages.	Generally, the main points from spoken passages are understood.	Careful listening means that the main points from spoken passages are understood well.
Ask others to repeat words or phrases if necessary.	There are some good examples of asking others to repeat words or phrases.	Generally, there is little hesitation in asking others to repeat words or phrases if necessary.	Confident requests for others to repeat words if necessary, lead to a good understanding of what is being said.
Ask and answer simple questions and talk about interests.	There are some good examples of talking about interests and asking and answering questions.	Generally, confidence is growing in making decisions about how to talk about interests, asking and answering questions.	Well-chosen language is used to describe interests and to ask and answer questions.
Demonstrate a growing vocabulary.	Basic vocabulary is generally used well.	A growing vocabulary, beyond a basic level, is developing.	A wide vocabulary is developing and used in a wide range of contexts.

Languages- Milestone 3 Essential Objective: To understand the culture of the country in which the language is spoken			
Key indicators	Basic (Yr 5 On track, Yr 6 Working towards)	Advancing (Yr 5 Highly Secure, Yr 6 On track)	Deep (Yr 6 Highly Secure)
Describe, with some interesting detail, some aspects of countries or communities where the language is spoken	There are some good examples of interesting details being used to describe some areas in which the language is spoken.	Interesting details are selected and expanded upon to describe some areas in which the language is spoken.	Many well-chosen and interesting details are used to describe some areas in which the language is spoken.
Make comparisons between life in countries or communities where the language is spoken and this country.	During structured activities, comparisons between life in different areas in which the language is spoken are made.	Generally, some good comparisons between life in different areas in which the language is spoken are made.	Thoughtful comparisons that show similarities and differences in life in different areas in which the language is spoken are made.

Professional Development- Spanish

Subject knowledge and skills of staff are monitored through the subject lead: learning walks, observations, staff meetings, surveys.

CPD is offered through:

- The Language Angels website. It offers pronunciation support videos and lessons that model this to teachers and children.
- Staff meetings and phase meetings: discussion of assessment and children are 2-3 times a year. This enables Spanish lead to monitor and identify gaps in learning and address these.

