



**Miers Court
Primary School**

Modern Foreign Languages

The MFL curriculum is designed to introduce young children to learning a new language in a fun and engaging way. The MFL curriculum is an essential part of children's learning, supporting their development as confident and competent communicators in another language.

By introducing pupils to new sounds, vocabulary and cultural experiences, we help open doors to wider learning and to the world beyond school. Our aim is for children to develop increasing fluency, accuracy, and understanding in Spanish so that they can listen, speak, read and write with growing confidence.

Through songs, stories, classroom routines and subject connections, pupils are immersed in rich linguistic experiences that build their curiosity, cultural awareness and enthusiasm for language learning.

Shining Bright, Aiming High

Our Miers Court curriculum underpins our school values in the following way:

- Self-belief** All pupils can be language learners and new language learning will naturally cause trial and error, children will persevere and grow in confidence.
- Togetherness** Pupils demonstrate an understanding of how languages help others communicate across the world and how we all need to communicate with others. It also highlights the need to respect different languages and cultures.
- Aspiration** Developing proficiency in another language provides pupils with a strong sense of achievement, enabling them to recognise their own capabilities and potential.
- Resilience** Children develop the confidence to apply newly acquired vocabulary across a range of tasks, fostering resilience and perseverance even when they encounter mistakes.
- Success** Children leave Miers Court with the confidence to apply their Spanish language skills effectively across all areas of the MFL curriculum.

How Do We Teach **MFL**?



To support the subject knowledge of Spanish, the scheme Language Angels is used. In the scheme there are resources and presentations which can be used to support the teaching of Spanish.

The teaching of Spanish follows a specific routemap which builds up the knowledge of their unit in small steps

1. Reactivate prior learning

This is the opportunity for pupils to recall what they have learnt before. This can be a short warm up activity or game which encouraged the children to recall the learning, especially words which will support the new learning.

2. Present new vocab

The key words or phrases for the lesson will be taught to the. This needs to be completed carefully with clear modelling following the 'I do - We do - You do' approach so that the pupils hear the vocabulary and have chance to practice these. This will be reading, listening and speaking through the use of Flash cards of the target words are to be used. The flashcards will then be placed onto the Learning Wall for future practice.

3. Song, Rhyme or story

To ensure that the vocabulary is heard and practiced, the children will listen and take part in song or story with the target vocabulary. This should be a fun and engaging part of the lesson and the children take part in the song or story.

4. Practice the vocab

To embed the new vocabulary, the children will take part in an activity focused on the key words of that lesson. The children will work in pairs or small groups in the activities and be based on using the key vocabulary.

5. Applying the knowledge

The final step is that children will independently apply the knowledge that they have developed in the lesson.

How Do We Adapt Learning To Support Pupils In **MFL**?

Non-Negotiables that need to be in place in all lessons/classrooms when teaching MFL

1. Adaptive teaching approaches including scaffolded resources
2. Dual coded displays and table resources
3. Multiple ways of presenting work that isn't just written or spoken

Cognition and Learning

Subject Challenges

Age appropriate content for all children in the class

Provision for SEND

Language key words displayed which uses dual coding to support understanding. Appropriate use of subject materials such as video's, songs used to enhance understanding of different languages and cultures.

Communication and Interaction

Subject Challenges

Children may struggle to communicate and say new words in the chosen language

Provision for SEND

Visual cues
Visual words/ phrases
Minimise background noise
Child to face T to support lip reading
Write new vocabulary down
Dual coding

Gaps in knowledge and understanding (Covid19)

Ensure previous terms learning objectives are revisited in language lessons

Accessing learning due to poor literacy skills

Use of shorter/less complex sentences in resources given
Writing frames where possible
Dual coding on display

Children may struggle to remember information/facts/previous learning

Lots of retrieval opportunities and reinforcement
Clear differentiation
Apply new vocab into lots of different contexts - pre teaching vocab

Physical and sensory

Subject Challenges

Children with visual impairment may find it difficult to see images and words in the target language

Provision for SEND

Ensure images are enlarged and accessible

Ensure chn are close to whiteboard/sources

Use of non-reflective paper/photos/sources

Language Buddies
Use of phonic skills such as Segmenting and Blending to support pronunciation.

Language difficulties may make chn unable to access learning a new language

Lots of reinforcement
Lots of repetition
Scaffold observational skills through careful questioning

Use of simple instructions
Step by step instructions
Careful and appropriate modelling to support understanding
Visual aids and dual coding
Video's of examples and practice at an age appropriate level in the new language - using YouTube videos to support

Social Emotional and Mental Health

Subject Challenges

Chn may struggle to show understanding/tolerance of other cultures/ways of speaking

Provision for SEND

Use of stories
Regular sessions
Feeling cards to support understanding of emotions.

Talking to children on 1-1 basis rather than a large group.
Opportunities to work in smaller groups

Recording of speaking in the new
may be difficult

Provide additional ways to record
info(video/ICT etc)
Buddy system

Chn may become
frustrated/withdraw/ aggressive in
language lessons

Children provided with a role which may
not involve active participation eg
recording, listening for good
pronunciation etc

Children with fine motor
difficulties may find it difficult
write in the new language

Working in groups to support
Double holed scissors

Use of ICT to support access to language
lesson

Children who might not be able
to touch or handle equipment
needed to access a languages
lesson

Pencil grips and tripod pencils
Use of ICT to support access

Providing appropriate resources so that
children can access the lesson eg fiddle
toy or sensory jump bean sets to help
with focus

How Is **MFL** Sequenced Throughout The School?

The language knowledge for the pupils is sequenced to build up not only in year but also in three key themes over each year.



Myself, Families & Home



School & Learning



Local Area & Culture



Key Theme 1

**Myself, Families &
Home**

Key Theme 2

School & Learning

Key Theme 3

**Local Area &
Culture**

How Is **MFL** Sequenced Over The Year?

These are delivered in the following Terms.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 5
R	Know about languages they and others speak at home and speak in complete sentences.					
1	Know simple greetings such as 'hola' and 'adios' etc.					
2	Continue with greetings and know how to complete everyday task such as the register in Spanish.					
3	Phonetics lesson 1 & I am learning	Animals	Shapes	I know how to (se)	Fruits	Ice cream
4	Phonetics lesson 1 & 2, recap I am learning	Presenting myself	My family	In the classroom	At the café	What is the weather like?
5	Phonetics 2 & 3, recap presenting myself	What is the date?	Do you have a pet?	My home	Clothes	Habitats
6	Phonetics lesson 3-4, recap what is the date?	At school	At the weekend	Healthy lifestyle	Planets	Me in the world

What Are The End Points For Each Year In **MFL**?

Assessment Question 3. What can the pupils apply?

	Listening	Speaking	Reading	Writing
R	R.1. Know how to listen to one another in English.	R.2. Know how to speak to one another in English		
1	1.1. Listen to simple greetings such as 'hola' and 'adios'.	1.2. Know that people speak different languages.		
2	2.1 Listen to simple greetings such as 'hola' and 'adios'.	2.2 Use simple greetings such as 'hola' and 'adios'.	2. 3 Begin to recognise written vocabulary/ single words around the classroom.	
3	3. 1 Repeat taught words and actions modelled in chosen language by teacher. 3. 2 Respond to a few familiar spoken words and short phrases in chosen language.	3.4 Speak in simple sentences, using taught vocabulary. 3. 5 Learn specific vocabulary; develop accuracy in pronunciation by listening to recordings of authentic speakers.	3.7 Begin to recognise written vocabulary/ single words 3.8 Begin to recognise written phrases. 3.9 Read carefully and show understanding of words.	3.10 Copy simple vocabulary. 3. 11 Children can write some single words from memory, with plausible spelling. Grammar -



	3.3 Join in with songs/rhymes with support; repeat new sounds	3. 6 Recognise a familiar question and respond with a simple rehearsed response.		3.1 Can use indefinite articles in the singular with masculine and feminine nouns.
4	4.1 Joining in and responding to words with an action in chosen language. 4.2 Understand short sentences and recognise familiar vocabulary. 4. 3 Pick out known words in an 'authentic natively spoken' conversation. 4.4 Identify sound-spelling patterns; begin linking to vocabulary.	4.5 Say common phrases using taught vocabulary. 4.6 Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers. 4. 7 Ask and answer simple questions.	4.8 Recognise simple written phrases. 4.9 Read carefully and show understanding of words, phrases and simple sentences.	4.10 Children can write simple words from memory 4. 11 Children can write simple words and simple sentences from memory using understandable spelling. Grammar - 4.12 Can use indefinite and definite articles with singular and plural nouns. 4.13 Can use prepositions of place and sequencers.



5	5.1 Respond with short sentences; show understanding through accurate answers.	5.5 Describe people and places using familiar vocabulary	5.8 Read and show understanding of more complex written phrases.	5.12 Children can write words, phrases and short simple sentences from memory.
	5.2 Understand the main points/more complex phrases of a short-spoken passage in chosen language.	5.6 Develop accurate pronunciation so that others understand them.	5.9 Read and show understanding of a piece of writing based on the current topic.	5.13 Children can write short sentences from memory using familiar topic words with understandable spelling
6	5.3 Understand more complex phrases in 'authentic natively spoken' conversation.	5.7 Children can ask and answer questions on the current topic.	5.10 Read short passages and deduce meaning/retrieve answers.	Grammar - 5.14 Can use all persons of several regular verbs in the present tense (with the support of a frame).
	5.4 Recognise patterns; apply them when decoding new words.		5.11 Read carefully and show understanding of words, phrases and simple sentences and giving an appropriate response.	
	6.1 Respond fluently with fuller sentences; seek clarification when unsure.	6.5 Describe people, places, things and actions using familiar vocabulary	6.9 Practise reading longer texts aloud, containing taught phrases and vocabulary,	6.12 Adapt and extend taught phrases to create new sentences.
				6.13 Children can write a short, simple text from memory, using



<p>6.2 Understand a short passage of written and spoken phrases.</p> <p>6.3 Listen to more complex sentences in 'authentic natively spoken' conversation, picking out specific vocabulary.</p> <p>6.4 Appreciate stories, songs and poems in the chosen language.</p>	<p>6.6 Develop accurate pronunciation and intonation so that others understand them.</p> <p>6.7 Children can ask and answer simple questions on a few very familiar topics.</p> <p>6.8 Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence.</p>	<p>6.10 Children can understand a short text with familiar language on a taught topic.</p> <p>6.11 Practise the accurate reading of longer texts, containing taught phrases and vocabulary. respond with opinions and justifications.</p>	<p>simple sentences from one familiar topic with increasing accuracy in spelling.</p> <p>Grammar -</p> <p>6.14 Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.</p>
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