

MFL	
Intent	<p>At Brotherton and Byram Primary Academy, we believe that learning a language is an important part of our children's broad and balanced curriculum. We want all of our learners to develop positive attitudes towards language learning and we believe that by offering high quality teaching and learning at a young age, we can make a big difference to our children's language learning in the future.</p> <p>We also want our learners to develop a curiosity and appreciation of other languages and cultures around the world. We have a link with a school in Spain to encourage this further as well as our global partnership links.</p> <p>Children will be taught the 4 skills of listening, speaking, reading and writing and will develop their knowledge of phonics, vocabulary and grammar to support these. We want this learning to be fun, interesting, creative and accessible to all and we will support and challenge our learners where needed in order for them to reach their full potential. We expect children to make good progress in Spanish, but to also be able to apply their language learning skills to new languages they may learn at secondary school.</p> <p>We want children to use their knowledge and understanding of Spanish to support other areas of the curriculum too, for example in Geography, RE, History and of course, English, where a fresh focus on phonics, vocabulary and grammar can support understanding.</p> <p>We want children to leave Brotherton and Byram primary school with an enthusiasm and confidence for learning languages that will support them through secondary school and beyond.</p>
Implementation	<p>In KS2, children receive one hour lesson per week taught by a specialist teacher.</p> <p>The carefully developed long term plan maps out the progression of skills and knowledge across each term and year group. Lessons cover the skills of Listening, Speaking, Reading and Writing. Phonics, Vocabulary and Grammar is taught explicitly alongside these skills.</p> <p>We build confidence and support progression through carefully structured lessons and units of work. We praise children for their efforts and contributions and offer support or challenges based on teacher observations and assessments. We recognise the value of making mistakes and learning from them.</p> <p>Lessons are interactive, varied and fun. Lessons may include:</p> <ul style="list-style-type: none"> A range of online games created to fit in directly with our scheme of work. The use of seesaw to record and listen to Spanish. Whole class games to develop speaking, listening and reading eg red herring, bingo and ¡ZAS! Paired games eg Ay Caramba, trapdoor and board games Songs and raps Sentence grids to support writing Creative activities to encourage reading and writing such as mini books. The use of stories and authentic texts eg hungry caterpillar Activities set on google classroom. <p>All children work towards the end of year objectives, with some pupils being supported or challenged where necessary. This may be through the choice and amount of vocabulary, visual aids, word lists, sentence length and complexity, the use of IT and the style of activity.</p> <p>Our link with a school in Spain makes learning Spanish even more relevant in our global society. We share work and information with our partners such as Christmas cards and writing about ourselves and we organise a live zoom call in the Summer Term.</p> <p>We also enjoy theme days and cultural events when possible. For example, we celebrate Three Kings Day every year, and choose different foci for other theme days such as Mexico and Las Fallas (Valencian festival) as well as generic Spanish days from time to time. When opportunities arise, we encourage Spanish visitors into school, for example Spanish Teaching Students.</p> <p>To support the transition to secondary school, we introduce some basic French phrases and phonics to Year 6 in the Summer term and show them how to use their Spanish to support learning other languages. We also teach revision strategies with children in Year 5 and 6 in preparation for secondary school and the shift towards more independent learning.</p> <p>Spanish in KS1 is not a statutory requirement of the National Curriculum but we believe children benefit from the early exposure to language learning. Children in KS1 take part in short weekly sessions aimed at developing confidence in speaking and listening within the key areas of greetings, numbers and colours. They build on this basic vocabulary as well as other topic vocabulary which provides an excellent foundation in preparation for the KS2 languages curriculum.</p>
Impact	<p>Children enjoy learning Spanish and have a positive attitude to learning languages. They can talk about themselves in Spanish and know how to manipulate the language they know to communicate different ideas. They will have experienced moments of pride and overcome moments of difficulty, both of which build resilience and motivation in language learning.</p> <p>Children make good progress in Spanish and by the end of year 6 they should have a bank of skills and knowledge which will support them in secondary school and potentially encourage them to take languages at GCSE and beyond. They know how to learn and memorise words in another language and how understanding different sentence structures and phonetic structures can unlock understanding. They know how to overcome difficulties and build their confidence steadily.</p> <p>Children have positive and memorable experiences of language learning at primary school which they can draw on in their future learning.</p>

BB MFL Knowledge and Skills Progression Overview							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Units	<ul style="list-style-type: none"> - Numbers - Food - Minibeats - Animals - Colours - Greetings - Actions - Vehicles 	Numbers Colours Parts of the body Fruit	Colours Numbers Greetings from around the world Animals Pirates	All about me Numbers Fruit Hungry Caterpillar Colours Weather	¡Feliz Cumpleaños!	Sport Planets Food	In my Area Verbs & Hobbies Around the World
Listening	<ul style="list-style-type: none"> - Listen and respond to familiar spoken sounds and words - Listen attentively to spanish songs and stories: 	<ul style="list-style-type: none"> - Listen and respond to familiar spoken sounds and words - Numbers 1-15, 6 colours, single nouns - Listen attentively to spanish songs and stories: - Join in with actions and some familiar words 	<ul style="list-style-type: none"> -Listen and respond to familiar spoken words and phrases -Numbers 1-20, 8 colours, single nouns and noun phrases -Listen attentively to spanish songs and stories -Join in with actions and words 	<ul style="list-style-type: none"> - Listen and respond to familiar spoken words and phrases. - Numbers 1-30, 8 colours, 6 topic words or phrases at a time. -Join in and respond to key questions - What is your name? How old are you? 	<ul style="list-style-type: none"> -Listen for specific phonemes, words and phrases. -Tens to 100, tricky sounds, pick out key/ topic words from a sentence -Join in and respond to key questions -Listen to up to 3 simple sentences: name, age, fav colour 	<ul style="list-style-type: none"> - Listen attentively and understand more complex phrases and sentences - understand higher number to 50 - Listen to a description/opinion (2-3 longer sentences) containing mostly familiar language and show understanding (select picture / card) 	<ul style="list-style-type: none"> - Understand longer and more complex phrases or sentences e.g. descriptions, information, instructions and opinions - Listen to 3/4 longer sentences, spoken by a range of speakers, and pick out the main points. Understand numbers to 100
Speaking	<ul style="list-style-type: none"> - Repeat sounds and words -Join in with songs and rhymes 	<ul style="list-style-type: none"> - Communicate with others using simple words - simple greetings, say numbers 1-10/15, colours, topic words - Explore patterns and sounds - repeat sounds and words, 	<ul style="list-style-type: none"> -Communicate with others using simple words and phrases -Memorise: hola, me llamo, estoy bien, adios - count to 15/20, name at least 6 colours, answer familiar questions, at least 4 topic words, create phrases" -Explore the patterns and sounds of language -repeat sounds, words, phrases with increasingly accurate pronunciation -Join in with songs and stories 	<ul style="list-style-type: none"> - Communicate with others using simple words, phrases and short sentences - "Use simple greetings: hello, good morning, good afternoon, goodbye - Answer questions name, age, how are you, do you like, weather - Present key facts about self off by heart name, age, likes/dislikes, weather - Ask for objects using 'por favor' - Count to at least 20/30" - Explore the patterns and sounds of language to help develop accurate pronunciation and intonation - Repeat and say words and sentences with increasingly accurate pronunciation in particular vowel sounds. 	<ul style="list-style-type: none"> -Communicate by asking and answering a wider range of Q and presenting short pieces of information - "Present key facts about self, including name, age, favourites, (colour, animal), appearance -Ask and answer questions name, age, how are you, favourites -Join in with song 'Chachacha del cocodrilo' -Use '¿cómo se dice?' -Count in tens to one hundred" -Explore the patterns and sounds of language to help develop accurate pronunciation and intonation -Repeat and say words and sentences with increasingly accurate pronunciation eg vowel sounds and tricky consonants ll, j, ñ, h, 	<ul style="list-style-type: none"> - Take part in short conversations using familiar structures and vocabulary. - Understand and express more complex opinions. - Use simple conjunctions to build more complex sentences and present information to others - Ask and answer questions (eg in role play) about name, age, how are you, likes and dislikes - Use 'repite por favor', '¿cómo se dice?' - Use conjunctions in speech, eg, y, pero, porque, - Explore the patterns and sounds of language to help develop accurate pronunciation and intonation - Join in with a rap/song - Repeat and say words and sentences with increasingly accurate pronunciation eg vowel sounds and tricky consonants ll, j, ñ, h, ce, ci, que, qui 	<ul style="list-style-type: none"> - Use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience - Ask and answer questions about name, age, how are you, likes/dislikes (including sports, what you like to do) - Use 'repite por favor', '¿cómo se dice?' - ¿Puedo ir al baño? - Present to an audience e.g. role-play, presentation, performance - Take part in a role play or drama - Sing a song or recite a poem
Reading	N/A		<ul style="list-style-type: none"> -Recognise and understand some familiar written words - numbers 1-10, 6 colours in written form -Show awareness of sound-spelling links - say/read spanish vowels, understand some letters have different sounds eg j, ll, h, ñ, z 	<ul style="list-style-type: none"> - Recognise and understand some familiar written words and phrases - "Read and understand numbers 1-15, 6-8 colours and 6-8 topic words - Read aloud simple, familiar words and phrases with good pronunciation" - Show awareness of sound-spelling links. - "Begin to decode and read aloud unfamiliar syllables - Read vowel sounds accurately " 	<ul style="list-style-type: none"> -Read and understand familiar written words, phr; and short texts made of simple sentences. - "Understand key points in simple texts using familiar language, answering questions in English or drawing picture described " - "Read a wider range of words, phrases & sentences aloud. -Follow text while listening & reading at the same time." -Read aloud sentences containing familiar language 	<ul style="list-style-type: none"> - Read a variety of short simple texts in different formats and in different contexts - Read and understand a text of approximately 50 words, containing some unfamiliar language. - Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud. - Read aloud a poem / text with good expression and intonation 	<ul style="list-style-type: none"> - Read aloud from a text with good expression - Read aloud their own work with good expression and intonation and accurate pronunciation - Read and understand the main points and some detail from a short written passage - Read and understand the main points and some detail from a text of 80 - 100 words - be confident in reading new vocabulary and new texts
Writing	N/A		<ul style="list-style-type: none"> -copy familiar words and phrases with accurate spelling -copy numbers, colours, topic words noticing unusual letter formation or sounds 	<ul style="list-style-type: none"> - Write simple sentences using a model - "Use a model or word bank to write 2-3 short sentences about self, or topic." - Write some simple words from memory - Some numbers 1-10, colours, days of the week, fruit from memory. 	<ul style="list-style-type: none"> - Write a short text using a model. -write 2-3 simple sentences using a model or word bank on a familiar topic. - "Write a few simple sentences from memory. -Apply phonic knowledge to support writing " - "write 1-2 sentences from memory about themselves. -spell familiar words with increasing accuracy, especially simple 2-3 syllabic words applying vowel sounds " 	<ul style="list-style-type: none"> - Write simple sentences and short texts using a model - Write 3-4 sentences using a word bank or model and using conjunctions (and, but, because) - Use a dictionary to check the spelling of words - Write a several simple or a more complex sentence from memory - Attempt to write from memory 2-3 sentences on a familiar topic (e.g. sports) using conjunctions. - Spell familiar words with increasing accuracy, applying vowel sounds and tricky consonants eg ll, j, z, h, 	<ul style="list-style-type: none"> - Write sentences and construct short texts using a model. - Write a paragraph on a familiar topic using a model and adapting language:: - use adjectives, a range of connectives, a range of sentence type - Write a few sentences from memory, using knowledge of words, text and structure. - Write 3-5 sentences from memory applying sentence structures, vocabulary, phonics and grammatical knowledge. - Spell familiar words with increasing accuracy, applying vowel sounds and tricky consonants eg ll, j, z, h, ce, ci, que, qui

Grammar	N/A			<ul style="list-style-type: none">- Understand gender - masculine, feminine - singular nouns- Know if a singular word is masculine or feminine by looking at the article or the ending- Understand how to form the negative.- Use a few phrases that include a negative e.g. no quiero, no me gusta- Understand word order of adjectives Place adjective after the noun		<ul style="list-style-type: none">-Understand gender - masculine, feminine - singular and plural nouns-idenitfy whether a noun is masculine, feminine, singular or plural and choose the correct article-Understand adjective order and adjective agreement-"select the correct adjective for m,f,s,p nouns-place adjective in the correct order in a sentence"-Understand verbs in 1st, 2nd and 3rd person in questions and answers-"use tengo, tienes, tiene in questions, answrrs and descriptions-create simple sentences using the negative with common verbs"	<ul style="list-style-type: none">- Understand gender - masculine, feminine, adjectives - Apply the correct ending to adjectives with increasing accuracy using a model for support Use the correct article with increasing accuracy <ul style="list-style-type: none">- Understand verbs in 1st, 2nd and 3rd person in questions and answers - Understand a range of common verbs ege tener, gus tar, querer, ser in 1,2,3 person. - Understand verbs - how to conjugate present tense verbs. - Chant the conjugation of the verb IR	<ul style="list-style-type: none">- Understand gender - masculine, feminine -nouns and adjectives- Use the correct article or adjective ending fro m,f,s,p words using a model or from memory- Use adverbials- Use of adverbials e.g. en mi pueblo, con mis amigos- Understand verbs: conjugation of present tense verbs, how to form the future tense, begin to use the past tense, adverbs- Use que se llama, que es- Use future tense e.g. voy a bailar- Conjugate a range of regular -ar verbs e.g. bailar, cantar
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