



# Birchwood Avenue Primary School

## Educating Hearts and Minds through Modern Foreign Languages Education



### Intent:

Studying a language develops skills that can be applied to and complement other areas of learning. At Birchwood Avenue, we believe that a diverse curriculum, where children will acquire lateral thinking skills through extensive vocabulary, pro-social and problem-solving opportunities, will enhance a pupil's learning experience and connects them to a their local and a global community in an enjoyable and inclusive way. Spanish is the second-most widely spoken language in the world with 400 million native speakers. It is the official language in 21 countries, spanning South, Central and North America, as well as Africa and Europe; therefore, as a school with children from these areas of the world, we have selected Spanish as the Modern Foreign Language for our children to study. Our primary intent is that children gain an enthusiasm for language and that we influence pupils to ensure that they enter KS3 with developed language skills and a confidence to take on a greater depth of learning. Our children are more likely to choose a language as a GCSE option and go on to be equipped linguists for study and work in their adult lives.

### Syllabus for Modern Foreign Languages aims & purpose:

The iLanguages curriculum is used as a foundation for modern foreign languages at Birchwood Avenue Primary School. There are units for work for KS2 National Curriculum Objectives and beyond. The languages curriculum is strategically sequenced to ensure a broad and effective learning experience for all pupils. Each unit of work is underpinned by a clear rationale and conceptual rigour. Teachers use iLanguages as a starting point and use assessment for learning to adapt plans for the individual needs of their class to ensure that high quality, relevant and enjoyable lessons are taught.

### Aims

The National Curriculum for MFL aims to ensure that 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.

Progression of Skills and Knowledge				
Listening & Understanding				
Pupils should be taught to	Y3	Y4	Y5	Y6
Listen attentively to spoken language and show understanding by joining in and responding.	<ul style="list-style-type: none"> <li>a. Listen attentively to the teacher, utterances and conversations in the materials spoken by a range of native speakers including adults and children, stories, songs and videos.</li> <li>b. Show understanding by joining in, for example with conversations, stories and songs.</li> <li>c. Show understanding using a variety of responses such as non-verbal (by gesture), verbal (by replying to questions), by speaking as a whole class, as a group and individually.</li> </ul>	<ul style="list-style-type: none"> <li>a. Listen attentively to the teacher, utterances and conversations in the materials spoken by a range of native speakers including adults and children, stories, songs and videos.</li> <li>b. Show understanding by joining in, for example with conversations, stories and songs.</li> <li>c. Show understanding using a variety of responses such as non-verbal (by gesture), verbal (by replying to questions), by speaking as a whole class, as a group and individually.</li> </ul>	<ul style="list-style-type: none"> <li>a. Listen attentively to the teacher, utterances and conversations in the materials spoken by a range of native speakers including adults and children, stories, songs and videos.</li> <li>b. Show understanding by joining in, for example with conversations, stories and songs.</li> <li>c. Show understanding using a variety of responses such as non-verbal (by gesture), verbal (by replying to questions), by speaking as a whole class, as a group and individually.</li> </ul>	<ul style="list-style-type: none"> <li>a. Listen attentively to the teacher, utterances and conversations in the materials spoken by a range of native speakers including adults and children, stories, songs and videos.</li> <li>b. Show understanding by joining in, for example with conversations, stories and songs.</li> <li>c. Show understanding using a variety of responses such as non-verbal (by gesture), verbal (by replying to questions), by speaking as a whole class, as a group and individually.</li> </ul>
Explore the patterns and sounds of language through songs and rhymes and the link the spelling, sound and meaning of words.	<ul style="list-style-type: none"> <li>a. Learn actions which link to phonemes in Spanish (e.g. j, r, ci, z, co)</li> <li>b. Be able to make the phoneme-grapheme link in Spanish.</li> <li>c. Be able to say and understand rhymes such as tongue twisters.</li> <li>d. Listen and join in with stories and songs.</li> </ul>	<ul style="list-style-type: none"> <li>a. Learn actions which link to phonemes in Spanish (e.g. z, a, qu, r, j, soft c and i)</li> <li>b. Be able to make the phoneme-grapheme link in Spanish.</li> <li>c. Be able to say and understand rhymes such as tongue twisters.</li> <li>d. Listen and join in with stories and songs.</li> </ul>	<ul style="list-style-type: none"> <li>a. Learn actions which link to phonemes in Spanish (e.g. e, i and j)</li> <li>b. Be able to make the phoneme-grapheme link in Spanish.</li> <li>c. Know and apply the rules for silent letters such as 'h'.</li> <li>d. Be able to say and understand rhymes such as tongue twisters.</li> <li>e. Listen and join in with stories and songs.</li> <li>f.</li> </ul>	<ul style="list-style-type: none"> <li>a. Use prior knowledge of phonemes taught in years 3-5 and apply these to new language.</li> <li>b. Know and apply the rules for silent letters such as 'h'.</li> <li>c. Be able to say and understand rhymes such as tongue twisters.</li> <li>d. Listen and join in with stories and songs.</li> </ul>

## Speaking

Pupils should be taught to:	Y3	Y4	Y5	Y6
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	<ul style="list-style-type: none"> <li>a. Exchange common greetings such as <i>hola</i>, <i>buenos días</i>, <i>adiós</i> and <i>¿qué tal?</i></li> <li>b. Understand and give personal information such as name, age, likes and dislikes.</li> <li>c. Be able to use <i>sí</i> and <i>no</i>.</li> </ul>	<ul style="list-style-type: none"> <li>a. Be able to ask and answer questions about food likes and dislikes, personal descriptions, family and clothing.</li> <li>b. Understand how to form the typical Spanish structure of a question.</li> </ul>	<ul style="list-style-type: none"> <li>a. Exchange common greetings such as <i>buenos días</i>, <i>hola</i>, <i>adiós</i>, <i>hasta luego</i> and <i>¿qué tal?</i></li> <li>b. Understand and give personal information such as hobbies and sports liked and disliked, clothing worn.</li> </ul>	<ul style="list-style-type: none"> <li>a. Be able to ask for and tell the time *</li> <li>b. Understand and describe one's daily routine.</li> <li>c. Be able to ask for and understand directions in a town.</li> <li>d. Be able to buy food in a shop and café and understand prices.</li> </ul> <p>* dependent on ability to do this in own language</p>
Speak in sentences using familiar vocabulary, phrases and basic language structures.	<ul style="list-style-type: none"> <li>a. Be able to follow a model to ask and answer a variety of questions.</li> <li>b. Be able to speak in sentences to say what something is (<i>es</i> + a noun), what you have (<i>tengo</i> + a noun), who you are (<i>soy</i> + a noun/ name), what you would like (<i>quisiera</i> + a noun) using a series of familiar vocabulary.</li> <li>c. Be able to use the correct article (<i>un/una/el/la/los/las</i>) with a noun when speaking in simple sentences.</li> <li>d. Be able to use simple conjunctions, <i>y</i> and <i>pero</i> in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>a. Be able to follow a model to ask and answer a variety of questions.</li> <li>b. Be able to speak in sentences to say what something is (<i>es</i> + a noun), what you have (<i>tengo</i> &amp; <i>tiene</i> + a noun), who you are (<i>soy</i> &amp; <i>es</i> + a noun/ name), what you would like (<i>quisiera</i> + a noun) using a series of familiar vocabulary.</li> <li>c. Be able to use the correct article (<i>un/una/el/la/los/las</i>) with a noun when speaking in simple sentences.</li> <li>d. Be able to use simple conjunctions, <i>y</i>, <i>porque</i> and <i>pero</i> in sentences.</li> <li>e. Be able to give reasons for opinions.</li> </ul>	<ul style="list-style-type: none"> <li>a. Be able to follow a model to ask and answer a variety of questions.</li> <li>b. Be able to speak in sentences to say what something is (<i>es</i> + a noun), and use parts of the verb <i>tener</i> (<i>tengo</i>, <i>tienes</i>, <i>tiene</i> + a noun), parts of the verb <i>être</i> (<i>soy</i>, <i>eres</i>, <i>es</i>), what you would like (<i>quisiera</i> + a noun) using a series of familiar vocabulary.</li> <li>c. Be able to use the correct article (<i>un/una/el/la/los/las</i>) with a noun when speaking in simple sentences.</li> <li>d. Be able to use simple conjunctions, <i>y</i> and <i>pero</i> in sentences as well as <i>para</i>.</li> </ul>	<ul style="list-style-type: none"> <li>a. Be able to follow a model to ask and answer a variety of questions such as what time it is, to ask for food in a shop and cafe.</li> <li>b. Be able to speak in sentences to say what something is (<i>es</i> + a noun), and use all parts of the verb <i>tener</i>, <i>ser</i> and <i>ir</i>, what you would like (<i>quisiera</i> + a noun) using a series of familiar vocabulary.</li> <li>c. Be able to use the correct article (<i>un/una/el/la/los/las</i>) with a noun when speaking in simple sentences.</li> <li>d. Be able to use simple conjunctions, <i>y</i> and <i>pero</i> in sentences as well as <i>para</i>.</li> </ul>

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	a. Develop accurate pronunciation using a phonics approach to decoding and reading. b. Copy accurate pronunciation and intonation from native speaker audio and video recordings.	a. Develop accurate pronunciation using a phonics approach to decoding and reading. b. Copy accurate pronunciation and intonation from native speaker audio and video recordings.	a. Develop accurate pronunciation using a phonics approach to decoding and reading. b. Copy accurate pronunciation and intonation from native speaker audio and video recordings.	a. Develop accurate pronunciation using a phonics approach to decoding and reading. b. Copy accurate pronunciation and intonation from native speaker audio and video recordings.
Present ideas and information orally to a range of audiences.	a. Be able to present information such as personal details and opinions in pairs, groups and to the whole class. b. Be able to present this information in the form of a song or rap written and performed.	a. Be able to present information such as personal details and opinions with reasons in pairs, groups and to the whole class. b. Be able to present information in the form of an authentic French poem memorised and performed.	a. Be able to present information such as sports and hobbies which the child takes part in and opinions in pairs, groups and to the whole class. b. Be able to present this information in the form of a song or rap written and performed.	a. Be able to present information about a famous Spanish city. b. Be able to perform a play to an audience.
Reading				
Pupils should be taught to:	Y3	Y4	Y5	Y6
Read carefully and show understanding of words, phrases and simple writing.	a. Read aloud stories, songs and raps containing familiar language and structures. b. Demonstrate accurate pronunciation and intonation.	a. Read aloud stories, songs and raps containing familiar language and structures. b. Demonstrate accurate pronunciation and intonation.	a. Read aloud stories, songs and raps containing familiar language and structures. b. Demonstrate accurate pronunciation and intonation.	a. Read aloud stories, songs and raps containing familiar language and structures. b. Demonstrate accurate pronunciation and intonation.

Appreciate stories, songs, poems and rhymes in the language.	<ul style="list-style-type: none"> <li>a. Listen to and interact with stories using verbal and non-verbal responses.</li> <li>b. Take part in action songs, singing the lyrics correctly and demonstrating understanding by doing the correct actions when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>a. Listen to and interact with stories using verbal and non-verbal responses.</li> <li>b. Take part in action songs, singing the lyrics correctly and demonstrating understanding by doing the correct actions when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>a. Listen to and interact with stories in different tenses using verbal and non-verbal responses.</li> <li>b. Take part in action songs, singing the lyrics correctly and demonstrating understanding by doing the correct actions when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>a. Listen to and interact with stories in different tenses using verbal and non-verbal responses.</li> <li>b. Take part in action songs, singing the lyrics correctly and demonstrating understanding by doing the correct actions when appropriate.</li> </ul>
Writing				
Pupils should be taught to:	Y3	Y4	Y5	Y6
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	<ul style="list-style-type: none"> <li>a. Know how to work out the meaning of new words using context, pictorial clues and knowledge of English.</li> <li>b. Understand that bilingual dictionaries and web-based bilingual dictionaries can be used to find the meaning of new words.</li> <li>c. Start to use web or paper-based bilingual dictionaries.</li> </ul>	<ul style="list-style-type: none"> <li>a. Know how to work out the meaning of new words using context, pictorial clues and knowledge of English.</li> <li>b. Learn how to use a bilingual dictionary to find the meaning of new words, plurals and genders.</li> </ul>	<ul style="list-style-type: none"> <li>a. Know how to work out the meaning of new words using context, pictorial clues and knowledge of English.</li> <li>b. Use web or paper-based bilingual dictionaries look up verbs and understand that the endings need to be conjugated. Start to use verb tables.</li> </ul>	<ul style="list-style-type: none"> <li>a. Know how to work out the meaning of new words using context, pictorial clues and knowledge of English.</li> <li>b. Use web or paper-based bilingual dictionaries look up verbs and understand that the endings need to be conjugated. Start to use verb tables.</li> </ul>
Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	Write sentences and short texts from memory or by using writing frames or picture clues if required.	Write sentences and short texts from memory or by using writing frames or picture clues if required. Be able to adapt language to create new sentences.	Write sentences and short texts from memory and by manipulating language in a model sentence or text to personalise it.	Write sentences and short texts from memory and by manipulating language in a model sentence or text to personalise it.
Describe people, places, things and actions orally and in writing.	<ul style="list-style-type: none"> <li>a. Be able to give personal details and opinions orally and in writing.</li> <li>b. Be able to describe the colours of animals and know the correct word</li> </ul>	<ul style="list-style-type: none"> <li>a. Be able to give personal descriptions of oneself and others and opinions with reasons orally and in writing.</li> <li>b. Be able to describe the colours of hair and eyes and know the correct word order and the agreement rule in Spanish for adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>a. Be able to give personal details and opinions orally and in writing.</li> <li>b. Be able to describe the colours of clothing and know the correct word order in Spanish for adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>a. Be able to give details and opinions orally and in writing about houses, bedrooms, towns, directions and food.</li> <li>b. Be able to describe houses and know the correct word order in Spanish for</li> </ul>

	order in Spanish for adjectives.		c. Be able to use prepositions to say where items are located.	adjectives and use comparative language (más que, menos que). c. Be able to talk about one's favourite house/ hobby/ subject.
Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	<p>a. Understand that Spanish has masculine and feminine forms and know how to recognise these through the definite and indefinite articles.</p> <p>b. Know the first-person singular form of the high frequency verbs ser (to be) and tener (to have).</p> <p>c. Know the key feature of the word order of adjectives in Spanish.</p> <p>d. Know how to build sentences using es, aquí hay and the high frequency conjunctions y and pero to link words and phrases.</p> <p>e. Be able to see how Spanish differs from and compares to English in terms of verb formation, gender of nouns and adjectives.</p> <p>f. Understand and use appropriately basic punctuation in Spanish such as a comma, full stop, an inverted question mark (¿), an inverted exclamation mark (¡) and a capital letter to begin a sentence.</p>	<p>a. Understand that that adjectives in Spanish must agree with nouns and learn how to recognise and apply the rule, understanding how masculine, feminine and plural forms change the endings.</p> <p>b. Be able to use the third person of key verbs as well as the first person.</p> <p>c. Be able to use the possessive adjective 'my' correctly.</p> <p>d. Understand the pattern of sentences in Spanish including different word order from English and the formation of questions.</p>	<p>a. Understand that Spanish has masculine and feminine forms and know how to recognise these through the definite and indefinite articles.</p> <p>b. Know the first-, second- and third-person singular form of the high frequency verbs ser (to be), tener (to have) and ir (to go).</p> <p>c. Be able to form the near future tense using ir plus an infinitive verb.</p> <p>d. Be able to form negative sentences using no.</p> <p>e. Know the key feature of the word order of adjectives in Spanish.</p> <p>f. Build sentences using es, aquí hay and the high frequency conjunctions y and pero to link words and phrases.</p> <p>g. Be able to see how Spanish differs from and compares to English in terms of verb formation, gender of nouns and adjectives.</p>	<p>a. Understand that Spanish has masculine and feminine forms and know how to recognise these through the definite and indefinite articles.</p> <p>b. Know and be confident in using all forms of the high frequency verbs ser (to be), tener (to have) and ir (to go).</p> <p>c. Be able to use comparative language (más que, menos que).</p> <p>d. Be able to form negative sentences using no.</p> <p>e. Be able to build phrases using puedo plus an infinitive.</p> <p>f. Build sentences using hay and possessive adjectives.</p> <p>g. Be able to use the preterite tense to describe actions in the past.</p> <p>h. Be able to you ir plus an infinitive verb to describe ations in the near future (e.g. voy a jugar).</p>

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## MFL Curriculum Overview:

The curriculum provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at key stage 3. It enables pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

## Yearly Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Greetings and Spanish culture  Classroom instructions  Animals vocabulary  Numbers and plurals  Soft 'ci' , 'R' phoneme	Connectives and simple sentences  Gender  Memorisation and storytelling  Saying my name  Christmas  Soy (I have)	Spanish names  Colours  Opinions  Word order of adjectival order  A traditional story: the Enormous turnip  Christmas song	Numbers 1-10  Spanish maths: addition and subtraction  Tengo (I have)  Age  Easter bunny/eggs	Definite ( <i>el,la,los,las</i> ) and indefinite ( <i>un, una, unos, unas</i> ) articles  Quisiera (I would like)  Extending sentences with <i>pero</i>  Hard C phoneme	Es  Extending sentences with <i>también</i>  Numbers 1-15  Days of the week  R, U, I, hard g phonemes  Assessments

		I phoneme	A, E, J, R phonemes			Barcelona project
Year 4	Revision of animals and classroom instructions A Spanish poem How to use a Spanish bilingual dictionary Parts of the body Negative 'no' soft c, z phonemes	Colours Adjectival agreements Food Opinions about food Goldilocks story Christmas: the snowman son (they are) a phoneme	Quisiera with food Revise numbers 1-15 Months Numbers 16-31 Spanish maths: division and multiplication Word order Me gustan with plural nouns Quiero Christmas traditions Hard c, ll, qu, ch, phonemes	Dates and birthdays Revise numbers 1-31 Third person Personal descriptions (hair and eye colour) J, soft c phonemes Easter: Las Fallas festival	Family vocabulary Possessive adjectives (mi, mis) Further dictionary skills Clothing vocabulary Revise adjectival agreements i phoneme	Memorise a short text (Talk4writing) Revise food, opinions, months, numbers and personal descriptions Assessments Spanish festival project // phoneme
Year 5	Revise opinions Sports vocabulary Sports clothing Verb tener Negative Masculine and feminine nouns Dictionary skills Preposition para (for) i phoneme	Weather vocabulary Hobbies vocabulary Pets Traditional tale: The fox and the crow Christmas in Spain j, qu phonemes	Verb ser Dictionary skills Revise dates, months Legends Numbers 32-60 School subjects The three wise men u phoneme	Primary school in Spain Subject preferences Telling the time Reasons Verb ir Transport vocabulary Easter: Los tres magos (three kings) Silent h phoneme Easter cards	Items in a classroom Possessive adjectives (revision and new) Prepositions hard c phoneme	Revise ir, key phonemes The simple future tense Alphabet Revision Assessments Project: Day of the dead
Year 6	Revise tener and ser Questions Telling the time	Daily routine in other countries Houses	Tener phrases Puedo + infinitive Bedroom descriptions	Revise places in town Revise ir Directions	Numbers 61-100 Ordering food in a café	The preterite (past) tense Revision



	Daily routine	Rooms in a house Christmas: toys from around the world	Places in a town	Revise food Buying food April fool's day Christmas presents/toys around the world	Famous Spanish food and menus The preterite (past) tense	Assessments The Spanish alphabet
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