



A FAMILY, A FOUNDATION, A FUTURE

**Whitminster Endowed C of E  
Primary School**

**Modern Foreign Language Policy**

**Agreed by Governors: March 2024  
Review Date: Spring Term 2026**

## **1 Introduction**

In our school we teach Spanish to all KS2 children as part of the normal school curriculum. We do this for several reasons: we believe children enjoy learning to speak another language and as they do so, they become curious and more understanding of other cultures; the earlier a child is exposed to a foreign language, the faster the language in question is acquired and this will also enable pupils to learn further languages in the future.

## **2 Aims and objectives**

We believe that it is a good idea to introduce a new language to children when they are at primary school, as they tend to be less self-conscious about speaking aloud at this stage of their development.

Pupils are taught how to:

- engage in conversations
- develop accurate pronunciation and intonation
- link the spelling, sound and meaning of words
- understand basic grammar points
- use dictionaries;
- read carefully and show understanding of words, phrases and simple writing
- write phrases from memory and adapt these to create new sentences
- appreciate stories, songs, poems and rhymes in the language

## **3 Organisation**

Spanish is the modern foreign language taught in our school to children in years 3 - 6 for 50 minutes a week. Spanish is taught by a native visiting specialist languages teacher.

## **4 The Curriculum**

We follow the 2014 National Curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of sources.
- speak with increasing confidence, fluency and spontaneity and continually improving the accuracy of their pronunciation and intonation
- can write at varying length using the grammatical structures that they have learned

We plan for the continuity and progression, From year to year the Spanish taught previously is revised and developed to enable pupils to understand and communicate ideas, facts and feelings focused on familiar and routine matters.

Please see appendix 1 for a detailed scheme of work

## 5 Teaching and learning style

We base the teaching on the guidance material in the national curriculum 2014 for modern foreign languages (See below). We have adapted this to the context of our school and the abilities of our children.

We use a variety of techniques to encourage the children to have an active engagement in the modern foreign language: these include games, role-play and songs. We frequently use mime to accompany new vocabulary in the foreign language, as this serves to demonstrate the foreign language without the need for translation.

We provide an appropriate balance of spoken and written language to lay the foundations for further foreign language learning in KS3. We also use a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games, as we believe that this serves to reinforce memory.

We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. We build children's confidence through constant praise for any contribution they make in the foreign language, however tentative.

## 6 Assessment

We assess the children in order to ensure that they make good progress in this subject. This is done informally during the lessons and with a simple written task at the end of each term in order to evaluate what the children have learned. The information is then added to Classroom Monitor. Children's progress is reported annually to parents.

## 7 Monitoring and review

We monitor teaching and learning in the same way as we do all the other subjects that we teach in the school. The headteacher also reports to the governing body on the progress of children in Spanish in the same way as in any other subject. The governors' curriculum committee has the responsibility of monitoring the success of the teaching in Spanish.

## **Statutory Guidance: National curriculum in England: languages programmes of study**

### **Purpose of study**

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and

thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

### **Aims**

The national curriculum for languages 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.

### **Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

## WHITMINSTER MFL SCHEME OF WORK LOWER KS2

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<b>Y3</b>	<p><b>Saludos</b> -To use greetings confidently at different times of the day and to learn greeting customs - To respond appropriately to the register -To ask others how they feel and to be able to respond when asked using a range of phrases -To ask/respond to questions about name. -To learn the words for numbers to 12</p> <p><b>O3.1, O3.2, O3.3, O3.4, L3.1, L3.2, L3.3, IU3.2, IU3.3, IU3.4</b> <i>¿Cómo te llamas? Me llamo... / Soy...</i></p>	<p><b>Los Números 0-31</b> -To be able to respond to questions about own age - To use and understand numbers to 31 - To count with accurate pronunciation -To name in Spanish any digit from 0-31 at random - To carry out simple sums in Spanish - To be able to take part in traditional Spanish numbers games such as El Pañuelo - To learn about Epiphany celebrations in Spain</p> <p><b>O3.1, O3.2, O3.3, O3.4, L3.1, L3.2, L3.3, IU3.2, IU3.3, IU3.4</b> <i>¿Cuántos años tienes? Tengo...años</i></p>	<p><b>¿Qué fecha es?</b> -To learn the names of the months -To be able to pronounce words accurately -To demonstrate understanding of the new vocabulary in games - To use and understand numbers to 31 -To be able to respond to questions about own birthdays -To learn the birthday song in Spanish - To be able to say the date in Spanish - To be able to take part in traditional Spanish numbers games such as El Juego de la Oca</p> <p><b>O3.1, O3.2, O3.3, O3.4, L3.1, L3.3, IU3.3, IU3.4, IU4.1</b> <i>¿Cuándo es tu cumpleaños? Mi cumpleaños es..</i></p>	<p><b>El Tiempo</b> -To learn vocabulary for weather - To be able to respond to questions about the weather - To learn the names of the days of the week - To collect weather data -To use the new vocabulary creatively such as making up a rap or song to perform in class -To consider own culture and compare it with others by learning about some of the festivals celebrated in Spain or other Spanish speaking country</p> <p><b>O3.1, O3.2, O3.3, O3.4, L3.1, L3.3, IU3.3, IU3.4, IU4.1</b> <i>¿Qué tiempo hace? Hoy está.... / Hoy hace...</i></p>	<p><b>Los Colores</b> - To learn the words for colours in Spanish and to pronounce them accurately - To be able to express a preference about colour - To describe items using vocabulary for colours - To show understanding of syntactic structures - To recognise and respond to simple stories, rhymes and songs</p> <p><b>O3.1, O3.2, O3.3, O3.4, L3.1, L3.2, L3.3</b> <i>¿Cuál es tu color favorito? Mi color favorito es...</i></p>	<p><b>Mi Mascota</b> -To learn vocabulary for pets and other animals and to pronounce words clearly and correctly - To be able to answer questions about pets such as their names, ages and colour -To show understanding of short phrases by matching sound to print and by reading aloud - To identify meaning and show understanding of familiar statements - To develop listening skill by picking out words</p> <p><b>O3.1, O3.2, O3.3, O3.4, L4.1, L4.2, L4.4, IU4.1</b> <i>¿Tienes una mascota? Tengo un/una... / No tengo una mascota</i></p>
<b>Y4</b>	<p><b>El Cuerpo</b> - To recognise and say the names of some body parts accurately - To be able to label a drawing correctly -To be able to follow simple instructions with a physical response. -To be able to draw a picture following simple instructions. - To be able to recall the names of body parts in games such as Simon says</p> <p><b>O4.1, O4.2, O4.3, O4.4, L4.2, L4.3</b> <i>Tocad.../ Levantáos/ Sentáos/ Escuchad...</i></p>	<p><b>¿Cómo Eres Tú?</b> -Revise vocabulary for body parts. -To learn the adjectives needed to describe ourselves -To be able to describe ourselves and others. -To respond with understanding to questions about appearance -Songs and games - Adjectives and colours - Christmas Eve celebrations in Spain and further Christmas activities and vocabulary</p> <p><b>O4.1, O4.2, O4.3, O4.4, L4.1, L4.2, L4.3, L4.4, IU5.2</b> <i>Yo soy... / Tengo..</i></p>	<p><b>Mi Familia</b> -To identify correctly names for family members -To understand and say whether or not they have brothers or sisters - To respond with Se llama...when asked someone's name - To be able to respond to simple questions about own family -To copy familiar short phrases correctly -To name and describe people -To use visual clues to produce short phrases, using mainly memorised language</p> <p><b>O4.1, O4.2, O4.3, O4.4, L4.1, L4.4</b> <i>El o ella se llama... / tiene.... /Es...</i></p>	<p><b>¿Dónde Vives?</b> -To ask and respond to questions about where we live - To compare own home with Spanish homes - To learn the names of different rooms in a house -To be able to ask and respond to simple questions about own home, -Easter vocabulary.</p> <p><b>O4.1, O4.2, O4.3, O4.4, L4.1, L4.3, L4.4, IU3.2, IU3.3, IU4.4</b> <i>Vivo en una casa / en un piso en... En mi casa hay...</i></p>	<p><b>El Transporte</b> -To learn the names of different means of transport and to pronounce the words accurately -To recognise the pictorial flashcard and respond with the correct word and vice versa -To be able to read and understand simple sentences -To be able to ask and respond to questions on how we travel to school -To use the new language with a purpose such as in a class survey on how we travel to school</p> <p><b>O4.1, O4.2, O4.3, O4.4, L4.2, L4.3, IU3.1, IU3.</b> <i>¿Cómo vas al colegio? Voy al colegio en..</i></p>	<p><b>-¿De Dónde Eres?</b> -To be able to say where we are from and to talk about our nationality. -To locate, identify and pronounce the names of European countries correctly. -To identify correctly countries on an outline map orally and in writing and to familiarise themselves with the location of these countries within Europe. -To identify correctly the flags for some European countries and to recall vocabulary for colours. -To recognise and write the names of some European cities on a map and to practise pronouncing the new words accurately.</p> <p><b>O4.2, O4.3, O4.4, L4.1, L4.2, L4.3, L4.4, IU3.2, IU4.2, IU4.4</b> <i>Soy de Inglaterra / Soy inglés</i></p>

## WHITMINSTER MFL SCHEME OF WORK UPPER KS2

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<b>Y5</b>	<p><b>Los Números 40 -100</b>                      -To revise and consolidate familiar language                      - To work collaboratively to develop role-plays which incorporate familiar language                      - To use and understand numbers to 100                      - To count with accurate pronunciation, to identify any digit from 0-100 at random and to take parts in sums and number games confidently such as Bingo.</p> <p><b>O5.1, O5.2, O5.3, O5.4, L5.1, L5.3, L5.4</b>  <b>¿Qué número es?</b></p>	<p><b>Mi Colegio</b>                      - To learn the names for different places around school                      - To compare our school with a Spanish school: the building, the school day, school dinners and uniforms                      -To learn the names for school subjects                      - To express likes and dislikes about school subjects and with a reason                      - To link a school subject with a time and day</p> <p><b>O5.1, O5.2, O5.3, O5.4, L5.1, L5.2, L5.3, IU4.1, IU5.1, IU5.2</b>  <b>En mi colegio hay un/una... ¿Cuál es tu asignatura favorita? Me gusta... / No me gusta porque....</b></p>	<p><b>El Alfabeto</b>                      -To learn the Spanish alphabet                      -To understand and use the alphabet to spell names and simple Spanish words                      -To write down letters and simple words as they are spelt out                      -To recognise sounds when they hear them                      -To produce the written form of certain sounds and words                      -To recognise familiar words when spelt out, writing them down for reinforcement, matching or linking activities                      -To learn more about how sounds are represented in writing.</p> <p><b>O5.2, O5.3, O5.4, L5.1, L5.2, L5.3, IU4.2</b>  <b>¿Cómo se escribe...?</b></p>	<p><b>En la Clase</b>                      -To learn simple ways of asking for classroom objects and to be able to reply                      - To be familiar with classroom routines and to be able to follow instructions                      - To work collaboratively to develop role-plays which incorporate the new language and skills                      -To use language confidently to initiate and sustain conversations and to tell stories                      -To perform to an audience.</p> <p><b>O5.1, O5.2, O5.3, O5.4, L5.1, L5.2, L5.3</b>  <b>¿Tienes un/una...por favor? Sí, toma / No, no tengo</b></p>	<p><b>El Deporte</b>                      - To recognise and use correct vocabulary for sports and other hobbies                      -To recognise the pictorial flashcard and respond with the correct word and vice versa                      -To take part in games and activities to practise the words                      - To revise the names of the days of the week to respond to questions about hobbies and sports practised during the week                      - To be able to express opinions about sports and hobbies with reasons</p> <p><b>O5.1, O5.2, O5.3, O5.4, L5.1, L5.2, L5.3, IU4.2, IU5.1, IU5.2</b>  <b>¿Eres deportista? ¿Qué deporte practicas?</b></p>	<p><b>La Comida</b>                      -To learn the names for some foods and drinks and to pronounce them accurately                      -To perform simple communicative tasks using single words, phrases and short sentences                      -To make links between some sounds, rhymes and spellings and read aloud familiar words                      - To label food and drink items using matching or linking activities                      - To know what is eaten in Spain at breakfast time and to discuss healthy eating                      -To be able to express preferences about food</p> <p><b>O5.1, O5.2, O5.3, O5.4, L5.1, L5.2, L5.3, IU4.1, IU5.1, IU5.2</b>  <b>¿Te gusta el....? Me gusta... / No me gusta</b></p>
<b>Y6</b>	<p><b>Mi Ciudad</b>                      -To understand and use the names for places in the local area and to pronounce them accurately                      - To label pictures accurately                      -To play games using the new language confidently                      -To compare our local area and a Spanish town identifying similarities and differences.                      - Occupations</p> <p><b>O6.1, O6.2, O6.3, L6.1, L6.2, L6.4, IU4.1, IU5.2, IU6.2</b>  <b>En mi ciudad hay/no hay un/una...</b></p>	<p><b>¿Dónde Está?</b>                      - To be able to ask for and to understand simple directions                      -To begin to use new phrases when speaking to somebody they don't know and to practise these in role plays                      - To be able to identify familiar words and phrases in a text and to be able to understand its meaning                      - To be able to read aloud and accurately longer texts                      - To prepare and perform role plays</p> <p><b>O6.1, O6.2, O6.3, L6.1, L6.2, L6.4, IU6.2</b>  <b>Gire a la izquierda/a la derecha / Siga todo recto / Allí está</b></p>	<p><b>La Ropa</b>                      - To learn vocabulary for clothes and to pronounce words accurately                      - To learn the singular form of the verb Llevar                      - To listen to and understand simple sentences describing what people are wearing                      -To be able to select and name the correct clothing for different types of weather                      - To learn adjectives for size and quality and to use them in the correct position in the sentence                      - To describe orally and in writing what someone else is wearing using adjectives for colour, size and quality                      -To add the feminine ending when appropriate in spoken and written form</p> <p><b>O6.1, O6.2, O6.3, O6.4, L6.1, L6.2, L6.3, L6.4, IU6.1, IU6.2</b>  <b>Llevo...Llevas....Lleva....</b></p>	<p><b>En el Café</b>                      -To revise food and drinks vocabulary and expressing preferences about food and drink.                      -To devise and participate in a dialogue or role play, using an appropriate form of address                      -To identify social conventions at home and in other cultures                      To ask how much something costs, to understand prices and select money appropriately                      -To say prices correctly when asked in a dialogue</p> <p><b>O6.1, O6.2, O6.3, O6.4, L6.1, L6.2, L6.3, L6.4, IU6.1</b>  <b>¿Qué quieres? Quiero un/una...por favor</b></p>	<p><b>¿Qué Hora Es?</b>                      - To ask and tell the time on the hour, half past, quarter to and quarter past                      -To show understanding of times by holding up a number card or by recognising different times on a clock                      - To pronounce time phrases accurately when repeating                      -To predict what the time will be in a given number of hours                      - To show understanding of time phrases</p> <p><b>O6.1, O6.2, O6.3, O6.4, L6.3, L6.4, IU6.1</b>  <b>Es la... / Son las.../ ¿A qué hora?</b></p>	<p><b>¡A Bordo!</b>                      -To be able to say where we are going when responding to “                      -To understand spoken and written descriptions of towns and features of a region                      -To use a bilingual dictionary with a real purpose                      - To revise vocabulary about personal details by making own passport in Spanish                      -To consider own culture and compare it with others by learning about some of the festivals celebrated in Spain or other Spanish speaking country</p> <p><b>O6.1, O6.2, O6.3, O6.4, L6.1, L6.2, L6.3, L6.4, IU6.1, IU3.2, IU3.3, IU4.4</b>  <b>¿A dónde vas? Voy a ....</b></p>