



# Bearness Voluntary Primary School

## Modern Foreign Languages Curriculum Statement



Our curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school. The key skills are derived from the National Curriculum and split into individual year groups to support a progressive approach and mixed age classes.

We highly value languages as part of the children’s entitlement to a broad and balanced curriculum. We aim to encourage children to develop an appreciation of languages and foster their curiosity of the wider world. Languages underpin the connections, cultural capital and communication skills needed to be global citizens and open doors to further opportunities.

By learning a different language, we are supporting opportunities to develop further fluency and linguistic agility, building foundations for learning further languages, and thereby equipping pupils to travel, study and work in other countries.

As a trust, we use the scheme La Jolie Ronde for Spanish.

### Vocabulary

Children’s command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil’s current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum.

### KS2 Year 3 Spanish Vocabulary List

|            |                 |          |             |          |          |          |             |                     |              |
|------------|-----------------|----------|-------------|----------|----------|----------|-------------|---------------------|--------------|
| uno        | dos             | tres     | quatro      | cinco    | seis     | siete    | ocho        | nueve               | diez         |
| si         | no              | Hola     | Buenos dias | Adios    | Que tal? | muy bien | bien        | Estupendo           | Fantastico   |
| regular    | mal             | gracias  | un(a)       | escuchad | mirad    | sentaos  | levantaos   | repetid             | silencio     |
| venid aqui | Como te llamas? | Me llamo | Senor       | Senora   | Senorita | Y tu     | Los numeros | Quantos anos tienes | Tengo...anos |

|              |             |              |           |              |               |                    |               |              |                  |
|--------------|-------------|--------------|-----------|--------------|---------------|--------------------|---------------|--------------|------------------|
| rojo         | azul        | blanco       | negro     | amarillo     | verde         | naranja            | rosa          | morado       | marron           |
| gris         | es          | Las naranjas | Las peras | Las ciruelas | Las fresas    | Las manzanas       | Los tomates   | Los platanos | Es bueno/es malo |
| La coca-cola | La limonada | El helado    | La pizza  | El chocolate | Los caramelos | Las patatas fritas | Las piruletas | El queso     | El jamon         |

|              |             |                    |                       |                |                |             |                 |
|--------------|-------------|--------------------|-----------------------|----------------|----------------|-------------|-----------------|
| cero         | once        | doce               | Los dias de la semana | lunes          | martes         | miercoles   | jueves          |
| viernes      | sabado      | domingo            | enero                 | febrero        | marzo          | abril       | mayo            |
| junio        | julio       | agosto             | septiembre            | octubre        | noviembre      | diciembre   | Maria           |
| Jose         | Jesus       | los pastores       | las ovejas            | los reyes      | un angel       | el posadero | los ninos       |
| Belen        | el bebe     | un regalo          | una estrella          | un establo     | una habitacion | un juego    | un libro        |
| la ropa      | un dvd      | un balon de futbol | Querido(s)            | Quisiera       | Muchas gracias | Papa Noel   | Los Reyes Magos |
| los corderos | los parajos | las flores         | hace sol              | esta lloviendo | un arco iris   | hay         |                 |

#### KS2 Year 4 Spanish Vocabulary

|             |                             |                  |                    |               |                         |                                |                               |                       |
|-------------|-----------------------------|------------------|--------------------|---------------|-------------------------|--------------------------------|-------------------------------|-----------------------|
| una cabeza  | una nariz                   | unos dientes     | el pelo            | unos ojos     | una boca                | unas orejas                    | grande                        | pequeno               |
| gordo       | largo                       | puntiagudo       | la pierna          | el pie        | el estomago             | el hombro                      | la rodilla                    | la mano               |
| el brazo    | Como se dice....en espanol? | Tiene            | Tambien            | el tigre      | el elefante             | el hipopotamo                  | el flamenco                   | el oso                |
| el cerdo    | el raton                    | el leon          | la jirafa          | el mono       | el cocodrilo            | el pinguino                    | Hay                           | el/ella/es            |
| bastante    | muy                         | grande           | pequeno/peque<br>n | feroz         | simpatico/simpa<br>tica | divertido/diverti<br>da        | Que es?                       | un muneco de<br>nieve |
| un sombrero | una bufanda                 | unos guantas     | un abrigo          | hace frio     | nieva                   | te toca a ti                   | me toca a mi                  | el dado               |
| Caramba!    | Me gusta eso                | Quien es?        | el padre           | papa          | la madre                | mama                           | el hermano                    | el abuelo             |
| la abuela   | mi                          | Tienes hermanos? | dos hermanos       | tres hermanas | Si, tengo               | No tengo hermanos/herm<br>anas | No tengo hermanos ni hermanas | el gato               |
| el raton    | un perro                    | un hamster       | un conejo          | un pez        | un pajar                | un conejo de indias            | una tortuga                   | Tengo                 |
| No tengo    | y                           | tambien          | bastante           | bailar        | nadar                   | jugar al futbol                | comer en un                   | leer                  |

|             |              |                |            |             |            |                   |             |                   |
|-------------|--------------|----------------|------------|-------------|------------|-------------------|-------------|-------------------|
|             |              |                |            |             |            |                   | restaurante |                   |
| ver la tele | ir al parque | Me gusta mucho | Me gusta   | No me gusta | Te gusta?  | Donde?            | en barco    | en coche          |
| en autocar  | en tren      | en avion       | hace calor | hace frio   | mucho      | un poco           | un pantalon | un pantalon corto |
| una falda   | un jersey    | una camiseta   | una camisa | un sombrero | un banador | unas gafas de sol |             |                   |

### KS2 Year 5 Spanish Vocabulary List

|                        |                |                      |                 |                  |                |                    |                        |                            |
|------------------------|----------------|----------------------|-----------------|------------------|----------------|--------------------|------------------------|----------------------------|
| hay                    | y              | en la esquina        | muy             | Navidad          | la pasta       | pero               | el azucar              | en primavera               |
| un mercado             | pequeno        | bueno                | bastante        | Voy a            | las patatas    | tambien            | los huevos             | en verano                  |
| una tienda             | tambien        | pues                 | Los Reyes Magos | Otra vez         | el jamon       | Cereales con leche | la leche               | llueve                     |
| un supermercado        | grande         | vamos a ver          | La Nochebuena   | treinta          | el agua        | Magdalenas         | hace frio/calor        | nieva                      |
| una oficina de correos | a la izquierda | si                   | La Nochevieja   | cuarenta         | el yogur       | Galletas Maria     | hace sol/viento        | vivo en                    |
| un banco               | a la derecha   | por la manana        | Papa Noel       | cincuenta        | las galletas   | chocolate con      | hace buen/mal tiempo   | en el norte/sur/oests/este |
| un café                | en el centro   | por la tarde         | La campana      | mas que          | de bolsa       | churros            | hay niebla             | de Inglaterra              |
| una plaza              | Hay?           | por la noche         | Las uvas        | Que vas a hacer? | las zanahorias | un zumo de naranja | esta lloviendo/nevando |                            |
| una tienda de ropa     | aqui           | a las diez           | El reloj        | el pan           | los guisantes  | Quieres?           | en otono               |                            |
| una catedral           | esta           | a las cuatro y media | Feliz Ano Nuevo | el arroz         | la ensalada    | Quisiera           | en invierno            |                            |

### KS2 Year 6 Spanish Vocabulary List

|                 |                  |                                 |                   |        |               |         |
|-----------------|------------------|---------------------------------|-------------------|--------|---------------|---------|
| Presente        | Tienes?          | una corbata                     | un comedor        | lujoso | un microondas | comer   |
| Si señor/senora | aqui tienes/toma | Es feo/horrible/fabuloso/bonito | una cocina        | arriba | una alfombra  | visitar |
| No esta         | Tengo/No tengo   | Es medico                       | un cuarto de bano | abajo  | una lampara   | luego   |

|               |                 |                    |               |            |                       |             |
|---------------|-----------------|--------------------|---------------|------------|-----------------------|-------------|
| un boligrafo  | un pantalon     | vendedor/vendedora | un garaje     | la ventana | Vamos a               | el museo    |
| un lapiz      | un jersey       | policia            | un balcon     | la piscina | ir                    | el castillo |
| una goma      | una camisa      | camarero/camarera  | un jardin     | una silla  | salir                 | la playa    |
| un sacapuntas | una falda       | profesor/profesora | un dormitorio | un sofa    | estar                 | el zoo      |
| unas tijeras  | unos zapatos    | una casa           | bonito        | una mesa   | En                    |             |
| un cuaderno   | unos calcetines | un piso            | magnifico     | una nevera | un hotel/piso/camping |             |
| una cartera   | una sudadera    | un salon           | enorme        | un estereo | una casa              |             |

## Implementation

At Bearnes, Spanish is our chosen Modern Foreign Language and it is taught throughout Key Stage 2. It is taught weekly in discrete lessons with opportunities throughout the week to revisit and rehearse the target language (eg, during the register, in maths, following instructions, etc).

We follow the scheme of work from La Jolie Ronde for Spanish, supplemented with resources from BCC Languages and Oak Academy and other suitable resources to make lessons engaging, lively and interesting.

## The National Curriculum

In Key Stage Two pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*

- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
- present ideas and information orally to a range of audiences\*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally\* and in writing
- 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

## Progression of Key Skills

### Key Stage 2

**Speaking/ Oral** Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Speak in sentences, using familiar vocabulary, phrases, and basic language structures. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Describe people, places, things and actions orally and in writing.

|  | Year 3   | Year 4   | Year 5  | Year 6   |
|--|--|--|---|--|
|  | Can I engage in whole class discussions to answer questions?<br>Can I recall and repeat phrases?<br>Can I use new and learnt vocabulary to say phrases?<br>Can I develop accurate pronunciation of words and phrases?<br>Can I present ideas and information orally?<br>Can I orally describe people and things?<br>Can I begin to use a dictionary to understand new words? | Can I engage in whole class and partner discussions to answer questions?<br>Can I recall and repeat phrases with growing confidence?<br>Can I use familiar vocabulary to build basic sentences?<br>Can I confidently use accurate pronunciation of words and phrases?<br>Can I present ideas and information orally?<br>Can I orally describe people and things?<br>Can I begin to use a dictionary to understand new words? | Can I engage in conversation and express opinions as a response to others?<br>Can I speak in full sentences using familiar vocabulary?<br>Can I develop accurate pronunciation of words for familiar words and phrases?<br>Can I begin to include intonation so that others understand what I am reading aloud?<br>Can I present ideas and information orally to a small audience?<br>Can I use a dictionary to understand new words?<br>Can I introduce new words into my written works?<br>Can I orally describe people, places and things? | Can I confidently engage in conversation and express opinions as a response to others?<br>Can I confidently speak in full sentences using familiar vocabulary?<br>Can I confidently develop accurate pronunciation of words for familiar words and phrases?<br>Can I include intonation so that others understand what I am reading aloud?<br>Can I present ideas and information orally to a range of audiences?<br>Can I confidently use a dictionary to understand new words?<br>Can I introduce new words into my written works?<br>Can I orally describe people, places and things? |

**Writing** Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places, things and actions orally and in writing.

|  | Year 3   | Year 4   | Year 5  | Year 6  |
|--|--|--|---|---|
|  | Can I explore patterns and sounds of language through songs and rhymes?<br>Can I begin to link patterns and sounds of language to spellings?<br>Can I describe people, places, things orally and begin to complete these in writing? | Can I explore patterns and sounds of language through songs and rhymes?<br>Can I link patterns and sounds of languages to spellings?<br>Can I describe people, places, things orally and begin to complete these in writing? | Can I learn and memorise phrases?<br>Can I begin to write phrases from memory?<br>Can I express ideas clearly using memorised phrases?<br>Can I write descriptions about people, places and things? | Can I learn and memorise phrases?<br>Can I confidently write phrases from memory?<br>Can I adapt phrases from memory to create new sentences?<br>Can I confidently express ideas clearly using memorised phrases? |

|                  |   |   |  |  |
|------------------|---|---|--|--|
| <b>Listening</b> | <b>Listen attentively to spoken language and show understanding by joining in and responding. Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</b> |   |  |  |
|                  | Year 3  | Year 4  | Year 5   | Year 6   |
|                  | Can I listen and respond to spoken language?<br>Can I explore patterns and sound through songs and rhyme?   | Can I listen and respond to spoken language?<br>Can I explore patterns and sound through songs and rhyme?   | Can I listen attentively to spoken language and respond by joining in?<br>Can I confidently explore patterns and sound through songs and rhyme?<br>Can I identify meaning of words through songs and rhymes by recognising patterns and sound? | Can I listen attentively to spoken language and respond by joining in?<br>Can I confidently explore patterns and sound through songs and rhyme?<br>Can I identify meaning of words through songs and rhymes by recognising patterns and sound? |
| <b>Reading</b>   | <b>Read carefully and show an understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language.</b>  |   |  |  |
|                  | Year 3  | Year 4  | Year 5   | Year 6   |
|                  | Can I read words and phrases carefully?<br>Can I appreciate stories, songs, poems and rhymes in languages?  | Can I read words and phrases accurately?<br>Can I appreciate stories, songs, poems and rhymes in languages? | Can I read words, phrases and simple writing accurately?<br>Can I appreciate stories, songs, poems and rhymes in languages?  | Can I read words, phrases and simple writing accurately?<br>Can I appreciate stories, songs, poems and rhymes in languages?  |

### In order to assess impact - a guide

We measure the impact of MFL through the following methods:

- Observing children's speaking and listening using another language
- Using ICT, to gather images and videos of the children's speaking and listening
- Marking written work (Year 5/6 only)
- Moderation of children's learning in staff meetings, allowing opportunities for dialogue between staff members
- Termly assessments using a RAG rating system
- Annual reporting to parents on their child's progress
- Learning Walks
- Moderation of children's learning across our Academy, via MFL Hub Leads
- Interviewing the children about their learning (Pupil Voice)
- Monitoring KS2 assessment
- Ensuring knowledge and progression of skills is being taught