Spanish (MFL) in KS2



Our VISION (intent)

At Burford, we are fortunate to have an expert Spanish teacher who leads our Spanish lessons throughout KS2. Through our MFL curriculum, we intentionally and deliberately improve our learners' cultural capital. We provide our children with real-life experiences which broaden their horizons and offer points of connection. Many of our children have not yet travelled to other countries, and so we bring vivid cultural experiences to them - often using digital resources which make this easier and more meaningful!

Our global citizenship approach, which underpins our curriculum, teaches children to appreciate their active role as part of a global community. Through our Spanish curriculum, they learn about a European context different to their own, explicitly highlighting key similarities and differences. They understand that diversity and other cultural identities are to be celebrated and respected. We unpick stereotypes, disrupt prejudice, and promote connection.

Our Spanish curriculum encourages learners to empathise with others, to see strangers as potential new friends, to build bridges and overcome language barriers, to be brave when encountering new experiences and embrace adventure, to develop their problem-solving skills, and to become confident communicators.

Beyond learning about basic vocabulary and grammatical structures which will enable them to have simple conversations, we also learn about Spanish identity through an exploration of music, festivals, food, and more! We offer children the opportunity to excel whilst enjoying a fun and positive approach to language learning. These lessons provide a rich bedrock (in terms of knowledge, skills and attitudes) upon which secondary school MFL lessons can build.

Our implementation

At Burford:

- We study Spanish from Year 3 upwards.
- Weekly lessons are 30 minutes long and are led by our MFL leader.
- We use La Jolie Ronde's award-winning planning and resources, tailored to our children's needs identified using ongoing assessment and the identification of essential knowledge and skills gaps.
- Lessons are centered around methodology based on real communication situations. They include fun, engaging and motivating activities which build confidence and encourage the repetition of key learning to build fluency.
- The learning sequence is structured and progressive, explicitly planning for opportunities to retrieve key knowledge and skills so that these become embedded.
- Children are given the opportunity to speak, read and write independently in Spanish.
- The curriculum is structured around three key strands: vocabulary, building a conversation, and developing intercultural understanding
- By the end of Year 6, the children will have acquired a sufficient repertoire of key words, phrases, and grammatical constructions (including questions and responses) to be able to hold a short autobiographical conversation (sharing factual information and expressing preferences), and to be able to write a short scaffolded paragraph.

Implementation
Developing knowledge and understanding through a spiral curriculum

Key strands	
	KEY VOCABULARY
	BUILDING A CONVERSATION
	DEVELOPING INTERCULTURAL UNDERSTANDING

The Spanish curriculum for each year group is structured around 3 key strands. We follow a mastery approach, meaning that everyone in each cohort progresses through key knowledge and skills together. Within this, we use live AFL and differentiate successfully to ensure all children are adequately supported to be successful and offered ambitious challenge to maximise upon their potential.

Each year group, children retrieve what they have learned and then build upon this with increasing sophistication and breadth, so that, by Year 6, children are able to have a simple conversation which allows them to represent their personality. They have also built their understanding of Spanish culture, and can explain some key similarities and differences between their own.

Forms of assessment
How do we know what to teach, and when?

The majority of assessment is 'live' within the lesson, so that the teacher can respond to misconceptions and learning needs immediately (e.g. correcting mispronunciations and providing opportunities to rehearse). However, AFL also informs adaptations to the learning sequence so that all children master key skills and knowledge.

ASSESSMENT OF ORAL CONTRIBUTIONS Confidence. Vocabulary: pronunciation and memory. Grammatical structures: memory and adaptation. Expression. Fluency. Creativity.
WRITTEN OUTCOMES Completion of worksheets, transcriptions, creative written tasks, labelling, close captions, etc.
QUIZZING AND COMPETITION
DRAMA

Curriculum coverage

KEY VOCAB	Y3	Y4
	– Numbers – Colours – Verb 'to have' – Tengo – Verbs linked to simple classroom instructions (look, sit, stand)	– Numbers to 12 – Adding to colours – Common verbs applied with increasing sophistication – Zoo animals and pets – Body parts – Family members
	Y5	**Y6**
	– Numbers to 20 – Vocab of high street – Positional language – Future tense verbs for hobbies (e.g. voy al cine). – Simple food, – Conjunctions – but, and, also (pero, y, tambien)	– Revisit family members and add new extended family members – Seasons – The weather – Clothes

BUILDING A CONVERSATION	Y3	Y4
	– Basic greetings – Asking simple questions – Giving simple autobiographical information (e.g. Tengo echo años.) – Giving and following simple classroom instructions	– Expanded noun phrases – Extended structures (longer and more varied; greater creativity) – Revisit 'me llamo' (my name is) and add other pronouns and conjunctions (e.g. Tengo cinco años y mi hermana tiene dos años.)
	Y5	**Y6**
	– Ask for and give simple directions (e.g. derecha,izquierda) – Ask simple questions (e.g. ¿Donde esta..?) – Express likes and dislikes linked to food (e.g. Me gusta...) – Use of subordination	– Revisit 'no tengo' and 'tienes' – Simple description using expanded noun phrases – Confident expression of preference (e.g. Me gusta... pero no me gusta...) Fluent when asking questions and responding, applying earlier vocabulary learned – Confidence

DEVELOPING INTERCULTURAL UNDERSTANDING	Y3	Y4
	An introduction to the country of Spain. – Where is it on a map? – What language do they speak? – Identification of some simple similarities and differences (e.g. climate)	– Festivals: How is Christmas celebrated in Spain?
	Y5	**Y6**
	– Similarities and differences between English and Spanish high streets – Broaden awareness of festivals: Revisit Christmas Add La Tomatina Add Dia de las muertos – Knowledge of Spanish food	– Retrieval of prior knowledge and understanding – Similarities and differences between English schools and Spanish schools