

Intent: At Dussindale Primary School, we believe that Modern Foreign languages provide a crucial opening to other cultures. It helps foster curiosity and deepen their understanding of the world around them. MFL teaches children to be active listeners, understand what is being said to them and communicate ideas while using their phonetic awareness. It is a progressive curriculum building up from early language to progressive. Repetition, listening, speaking authentically and writing are active ingredients in our pedagogy. In Dussindale our focus language is Spanish.

Implementation: In line with the National Curriculum for MFL, we at Dussindale primary school use the scheme Language Angels to ensure progression and repetition throughout KS2. Pupils at Dussindale Primary school are taught to:

1. listen attentively to spoken language and show understanding by joining in and responding
2. explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
3. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
4. speak in sentences, using familiar vocabulary, phrases and basic language structures
5. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
6. present ideas and information orally to a range of audiences
7. read carefully and show understanding of words, phrases and simple writing
8. appreciate stories, songs, poems and rhymes in the language
9. write phrases from memory, and adapt these to create new sentences, to express ideas clear
10. describe people, places, things and actions orally and in writing
11. 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.

Impact: The implementation of this curriculum results in a high quality and engaging MFL curriculum. Children become confident and enthusiastic language learners who are able to use their language learning in their life. Children will have secure knowledge in conversational Spanish where they can ask and answer questions about themselves and others. Children will be able to say their preferences, likes and dislikes. The impact will be that children foster an interest in learning other languages. We also believe that the impact on our children will increase their awareness of other language speakers and an unprejudiced approach and understanding of other cultures and civilisations.

Children are assessed formally at the end of each unit with a unit assessment. This assesses the learning from the four main areas when teaching language: speaking, listening, reading and writing.

MFL Subject Discipline	Year 3	Year 4	Year 5	Year 6
Listening	Children can recognise familiar words and short phrases covered in the units taught.	Children learn to listen to passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Children listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Children listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking	Children can communicate with others using simple words and short phrases covered in the units.	Children can communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Children can communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Children learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Reading	<p>Children learn familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'.</p> <p>Children understand the meaning in English of short words read in the foreign language.</p>	<p>Children read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'.</p> <p>Children understand most of what we read in the foreign language when it is based on a familiar language.</p>	<p>Children understand longer passages in the foreign language and start to decode the meaning of unknown words using cognates and context.</p> <p>Children increase knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.</p>	<p>Children are able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc.</p> <p>Children can decode unknown language using bilingual dictionaries.</p>

<p>Writing</p>	<p>Children can write familiar words and short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.</p>	<p>Children can write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.</p>	<p>Children can write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Children learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.</p>	<p>Children write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Children start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.</p>
<p>Grammar</p>	<p>Children start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...</p>	<p>Children better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have..</p>	<p>Children learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.</p>	<p>Children consolidate the understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Children become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.</p>