



## Subject on a Page

# Modern Foreign Languages



At St. Cuthbert's we want to equip our pupils with the knowledge and cultural capital to become citizens of the world with a love and passion for languages and to celebrate different cultures.

## Intent: What do we want for all our pupils?

We have chosen Spanish as our MFL at St Cuthbert's as this is offered at the secondary schools within Bishop Chadwick Catholic Education Trust. The curriculum narrative has been carefully planned by colleagues within BCCET to ensure that our pupils are well prepared for their secondary education and are confident and enthusiastic about speaking, listening to, reading and writing Spanish from an early age. Our children will:



become interested in and enthusiastic about learning languages now and in the future



develop a solid foundation of vocabulary, language and phonics



arrive in KS3 feeling confident so that they can make excellent progress



benefit from a carefully sequenced curriculum with strong links to KS3



be equipped with knowledge & cultural capital to succeed in life

## Implementation: How we sequence & teach our MFL curriculum

### Curriculum Design

High quality MFL teaching at St Cuthbert's is our ultimate goal and the BCCET curriculum design enables our teachers to deliver this as it provides detailed and adaptable planning and resources which include voiceovers and recordings by specialist teachers within our trust.

The curriculum is carefully sequenced so that each lesson includes opportunities for developing listening, reading, speaking and writing. The series of units and lessons enables pupils to revisit prior learning on a 'loop' with each year group's knowledge building upon the previous learning. Recall is continuous so that knowledge is steadily built.

MFL	Autumn	Spring	Summer
Year 2		Greetings	Introductions
Year 3	Family	All About Me	Four Friends
Year 4	Myself & Others	Food & Drink	The Body
Year 5	Weather	Health	Free Time
Year 6	House *	Home Town *	Out & About *

## Teaching & Learning

This academic year (2023-4) we are in the second year of implementing our Spanish curriculum from BCCET. In Year 2, pupils learn some greetings and introductions as well as some numbers. This provides a good foundation of key substantive knowledge for KS2.

In Year 3, pupils revisit personal information and apply this knowledge to the topics of FAMILY, ALL ABOUT ME & THE FOUR FRIENDS. \* As this is our second full year, all pupils in Years 5 to 6 will be working on the Year 5 Programme of Study detailed in our BCCET documents and summarised above.

Our lessons are inclusive - every child is able to achieve no matter their ability or individual needs. We adapt learning to the needs of our pupils through questioning, modelling and, where necessary, breaking down tasks and providing scaffolds or guides. Staff are supported in delivering Spanish as non-specialists with high quality resources & support materials provided by specialist colleagues within BCCET. Rolling out the programme enables staff to build on their own substantive and disciplinary knowledge.

We ensure pupils are regularly exposed to songs, poems, games and stories to create enthusiasm for language learning.

### Lesson Design

Lessons follow a similar approach and include the following:



Recall of previously taught knowledge



Listening - this may be to the teacher or to recordings



Speaking - including a focus on phonics and grammar



Reading - including phonics and grammar



Writing - opportunities to build up grammatical and phonic knowledge



Use of songs, poems, games and stories

## Impact: How do we assess our MFL curriculum?

Ongoing formative assessment is essential in supporting pupils with their vocabulary, grammar and phonics and teachers use modelling and questioning to support this. All lessons begin with a recap from previous lessons and units and support staff in knowing which pupils know and remember their learning.

Lessons all comprise listening, speaking, reading and writing and within this staff assess phonic and grammatical understanding and support pupils to keep up. Each unit has assessment based on the four key areas. MFL specialists within BCCET have supported non-specialist staff through developing end points for KS1 and KS2 and then further breaking these down for each year group and unit of work into assessment criteria grids. Teachers use both tools when making an overall judgement about whether a child is on track or whether there are areas for development.

The MFL coordinator monitors teaching and learning in Spanish through the Bishop Chadwick CET 5 strand approach.