



The learning of modern foreign languages is central to the fulfilment of Heymann Primary School's international principle, promoting the learning of modern foreign languages throughout pupils' education at each key stage.

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TEACHING

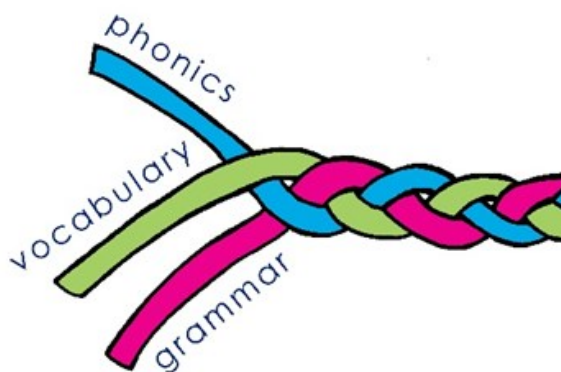
We have adopted an enquiry-based approach to learning. Each term learning is focussed on an enquiry question which allows all children to access at an appropriate level. This approach allows both children and teachers to know the focus of the lesson without restricting children's responses and encouraging high expectations. All children, regardless of starting points, are supported to achieve their potential through a range of teaching strategies across the four skills of learning a language. Links are made where appropriate across subject areas and across lessons through a context for learning when appropriate. Children are taught new knowledge and vocabulary in order to answer the enquiry question. Planning includes opportunities for retrieval practice of substantive knowledge through a range of strategies eg drip teaching, Knowledge Organisers, quizzes and booklet. This allows teachers to identify and address any misconceptions. Once children are secure in this substantive knowledge, we want children to be able to apply this and elaborate on their answers by using their disciplinary knowledge.

We teach our children Spanish to generate a fascination for words and how language works, a wider curiosity about the peoples and cultures of (Spanish/French)-speaking countries and the foundational knowledge to support confident communication in Spanish/French.

ESSENTIAL KNOWLEDGE

We teach three core strands of essential knowledge:

1. Phonics – the key components of the sound-writing relationship
2. Vocabulary – a set of the most frequently used words
3. Grammar – the essential building blocks required to create simple sentences independently (including gender of nouns, singular and plural forms, adjectives (place and agreement), and the conjugation of key verbs)



Our Spanish curriculum is designed to enable our children to develop linguistic and communicative competence, extend their knowledge of how language works, explore similarities and differences between Spanish, any heritage languages our children have, and English. The teaching of a foreign language to every child in KS2 is a statutory requirement, as set out in the National Curriculum Programmes of Study (2014).

In line with the NC PoS, our children learn to listen and show understanding by joining in and responding, link the sound, spelling and meaning of words, read aloud with accurate pronunciation and to read and show understanding of phrases and simple texts. Children learn to speak in sentences, describe people, places, things in *speech* and *writing*, ask and answer questions and to express opinions. Heymann children learn to write phrases from memory, are encouraged to adapt phrases to create new sentences and to use an online dictionary.

Our children also learn key cultural and country-specific knowledge. For example, by the end of KS2, our children can name and locate on a map countries where Spanish is spoken, know the key geographical features of Spain including continent, surrounding seas and oceans, main mountains and rivers, capital city, know the name and some detail about at least one festival or tradition from a Spanish speaking country and know at least one typical food from Spain.

MONITORING OF IMPACT

Finding out about the impact of both the intent and implementation of the MFL curriculum is timetabled. Monitoring of MFL planning and the impact of teaching is checked regularly according to our school monitoring timetable through planning and book scrutinies and pupil voice. We review our curriculum regularly to make sure that it meets the needs of our children, to check that it is relevant and challenging and still excites our children, motivating them to want to be life-long learners.