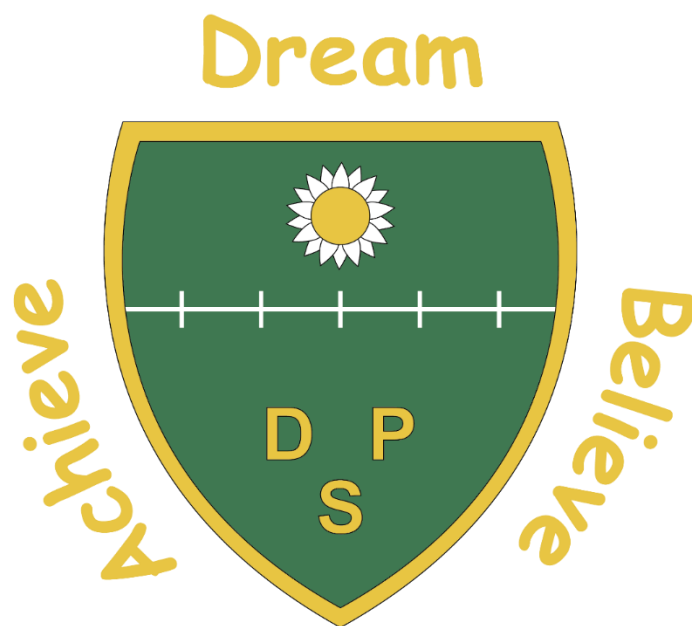


# Daisyfield Primary School



## Modern Foreign Languages Policy

March 2025

## **Intent**

At Daisyfield Primary School we strongly believe that learning a foreign language provides our children with an exciting window to the world. When children learn a language, it allows them to begin to appreciate the world around them and opens their minds to other cultures and forms of communication.

Learning a language at an early age prepares children to play an important part as global citizens in later life, as well as preparing them for the next stage of their language learning journey at high school.

As the UK is becoming an increasingly multicultural society, we believe that we have a duty to provide our children with an understanding of other cultures and languages, and we aim to do this through a high-quality, creative education in Modern Foreign Languages (MFL).

Our MFL curriculum will ensure that all pupils develop key language learning skills set out by the national curriculum, as well as a love of languages and learning about other cultures.

These are as follows:

- understand and respond to spoken and written language from a variety of authentic sources;
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation;
- write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt;
- discover and develop an appreciation of a range of writing in the language studied

## **Impact**

Our MFL curriculum will ensure all pupils develop key language learning skills, as set out by the national curriculum, as well as a love of languages and learning about other cultures.

Our scheme of work seeks to ensure that the children are inspired by the wide variety of MFL topics covered and are thirsty to learn more, week on week. The evidence of work collected across KS2 will show a good progression in the children's skills, knowledge and understanding of MFL.

Through fun, engaging and well-structured lessons, our children will become confident learners, who are not afraid of making mistakes in a supportive classroom environment.

Our curriculum will provide children with a solid base on which to develop their language skills at high school, through their confident and enthusiastic approach to language learning.

## **Aims**

Learning a foreign language at primary school helps children to make sense of the world around them, through developing their understanding, respect and tolerance to different cultures. It also

allows them to become aware that language has a structure, and that this structure differs from one language to another.

At Daisyfield Primary School we aim to:

- inspire our children to become curious learners who seek to further their love of learning of languages and the world around them;
- develop children's speaking and listening skills through a variety of approaches to teaching and learning;
- foster enjoyment in lessons through songs, poems, stories and rhymes in the language
- provide a supportive environment to build confidence in the children's oral and written work

## **Teaching and Learning**

Our MFL curriculum is designed to progressively develop children's skills in languages, through regular weekly lessons of 45 minutes across KS2. Children acquire, use and apply a growing bank of vocabulary and phonic knowledge throughout the year, building on that which is taught the year before. Lessons are taught by the class teacher or by the PPA teacher. We strive to make lessons enjoyable and learning exciting through a range of teaching activities and styles.

## **Curriculum**

MFL is taught in line with the National Curriculum which states that, at Key Stage 2, children 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.

The starred (\*) content above will not be applicable to ancient languages.

MFL supports other subjects, such as through number work and time (Maths), speaking and listening (English) and singing (Music).

## **Planning**

The chosen language which is taught at Daisyfield is Spanish. We follow the iLanguages Primary Scheme of Work for Spanish, to ensure coverage and progression throughout KS2. Teachers use and adapt the lesson plans from the scheme to suit the needs of their learners. A wide range of resources are provided through the scheme to support teaching, such as PowerPoints, videos and games. To support this scheme, we also use Lightbulb Languages to provide content and resources for some lessons across the year groups.

The iLanguages scheme of work is accessible as an electronic copy on the school Teams network and as a hard copy in the MFL Subject Leader file.

## **Organisation**

During language lessons, children are given the opportunity to work as a class, as individuals, in pairs or as part of a small group. The type of class organisation is determined by the learning task. By its nature, MFL will involve lots of interaction with visual, auditory and kinaesthetic prompts.

## **Differentiation**

Through differentiated and creative teaching approaches, we enable all pupils to have access to the full range of activities involved in learning MFL. We use peer support and differentiate tasks, or provide supportive resources such as word banks, to ensure that all children are able to access the lesson content. Children who have a limited grasp of the English language are also supported by bilingual teaching assistants, where necessary, to assist in the translation of Spanish to the child's home language.

## **Assessment**

### **Assessment for Learning**

Formative assessment is widely used in MFL to support teaching and learning and to inform teachers' future planning. Children's learning is assessed through their oral work, as well as their written work, and evidence to support this is collected through their work in folders, photographs and in videos.

### **Reporting**

Children's individual progress is reported to parents through the end of year written reports. Children are assessed as either being below, at, or exceeding age-related expectations.

## **Special Educational Needs**

### **Equal Opportunities**

At Daisyfield, we are committed to promoting equal opportunities irrespective of socioeconomic background, gender, disability and ethnicity in all areas of the curriculum. We believe all children should have access to, and participation in, the learning of languages and to be supported in this process.

### **Inclusion**

In line with our SEND policy, all children are taught inclusively in our language lessons. A modern foreign language forms part of our school's commitment to providing a broad and balanced education to all children. Through our MFL teaching, we provide learning opportunities that enable all children to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents and those learning English as an additional language (EAL) and we take all reasonable steps to achieve this.

## **More Able and Talented**

At Daisyfield we identify our More Able and Talented children using our Daisyfield Assessments. We outline those working 'Above' given objectives. We meet the needs of these children by planning for specific questioning opportunities which require Higher Order Thinking Skills.

In Modern Foreign Languages we have identified 5 characteristics of the most able which are as follows:

- Have a strong desire to put language together by themselves
- Show creativity and imagination when using language
- Have a natural feel for languages
- Pick up new language and structures quickly
- Make connections and classify words and structures to help them learn more efficiently

## **Monitoring**

The MFL Subject Leader is responsible for supporting colleagues in their teaching and in all aspects of MFL, updating the resources and monitoring and evaluating the planning and assessment to ensure continuity and progression.

Monitoring of the standards of children's work and the quality of teaching in MFL is the responsibility of subject leader, supported by the SLT and Head teacher.

Monitoring is carried out through:

- informal discussions with staff and pupils
- planning scrutinies
- classroom observation
- work sampling ('book looks')

It is also the role of the subject leader to be kept informed about current developments in the subject and to feed these back to staff where necessary.

Review date: September 2026

M. Heffernan

## **Appendix**

- Long term plan for KS2 MFL
- Exemplification of the KS2 Languages Programme of Study in the Y3 iLanguages Spanish Scheme of Work
- Exemplification of the KS2 Languages Programme of Study in the Y4 iLanguages Spanish Scheme of Work
- Exemplification of the KS2 Languages Programme of Study in the Y5 iLanguages Spanish Scheme of Work
- Exemplification of the KS2 Languages Programme of Study in the Y6 iLanguages Spanish Scheme
- Lightbulb Languages Scheme of Work Overview Y3-Y6

Languages Scheme of Work						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Y3 Chestnut (Y3 scheme)</b>	Introduction to Spain – location and culture Greetings Classroom instructions Animals vocabulary Soy ( I am)	Connectives and simple sentences Numbers 1-10 Spanish maths:addition and subtraction Plurals Gender Christmas traditions	Spanish names All about me – name and age Tengo The Enormous Turnip story	Colours and opinions Word order – adjectives Numbers 10-15  Easter	Days of the week Definite (el, la, los, las) and indefinite articles (un, una, unos, unas) Quisiera (I would like) Extending sentences with pero Es	Extending sentences with también  Revision of Y3 Barcelona – Research project
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Y3/4 Rowan (Y4 scheme)</b>	Recap (2 lessons) Classroom instructions, animals, colours, numbers to 15, name and age  How to use a Spanish bilingual dictionary Negative 'No'  More colours	Numbers 16-31 Spanish maths: division and multiplication Months of the year Birthdays The date Word order  Christmas: the snowman Son (they are)	Me gustan with plural nouns Food Opinions about food Quisiera with food Goldilocks story	The body/ facial features ( link to Red Nose day lesson) Adjectival agreements  Las Fallas festival (1 lesson)	Personal descriptions (hair style/colour and eye colour) Third person	Revision of Y4  San Fermin festival project
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme						
<b>Year 4 Hazel (Y4 Y5 Schemes)</b>	Recap 2 weeks Classroom instructions/ numbers to 31  The Weather (Y5)	My Family (Y4) Possessive adjectives (mi, mis) (Y4) Further dictionary skills (Y4)  Christmas	Wild Animals  “Dear Zoo”	Clothing vocabulary (Y4) Revise adjectival agreements (Y4)  Easter	<b>Lightbulb languages resources</b> <b>The Planets</b>  Describing planets and aliens in the 3 <sup>rd</sup> person	Revise the year's content. Write a postcard from on holiday in Spain.
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2



Theme						
<b>Year 5 Elder (Y5 scheme)</b>	Revise opinions Sports (sports vocabulary, opinions, clothing) The verb 'to have' Negative Masculine and feminine nouns Dictionary skills	Dictionary skills Preposition <i>para</i> (for) Hobbies vocabulary Pets Numbers 32-60 Christmas in Spain	The verb 'to be' The verb 'to go' Reasons Verb <i>ir</i> Transport	School life - Spanish school culture Subjects Preferences Semana Santa Celebration	Classroom items Possessive adjectives (revision and new) Prepositions	Revision of verbs Revision the year's content  Present and perform a short, spoken text The Day of the Dead
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme						
<b>Y6 Aspen and Willow (Y6 scheme)</b>	Numbers 61-100 Revise <i>tener</i> and <i>ser</i> Questions with <i>tener</i> and <i>ser</i> Telling the time	Daily routine and in other countries Tener phrases Christmas – toys from around the world	Houses Rooms in a house Bedroom descriptions <i>Puedo</i> + infinitive	Places in a town Revise <i>ir</i> Directions  April Fool's Day	Buying food Ordering food in a café Famous Spanish food and menus  The Alphabet	Introduction to French (high school prep)

## Exemplification of the KS2 Languages Programme of Study in the Y3 iLanguages Spanish Scheme of Work

The Y3 iLanguages SoW is suitable for any class in KS2 in their first year of learning Spanish. The KS2 Languages Programme of Study can be found at [www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239042/PRIMARY\\_national\\_curriculum - Languages.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239042/PRIMARY_national_curriculum_-_Languages.pdf).

	Pupils should be taught to:	The iLanguages SoW enables pupils to achieve the following objectives:
1.	Listen attentively to spoken language and show understanding by joining in and responding.	<ul style="list-style-type: none"> <li>a) Listen attentively to the teacher, utterances and conversations in the materials spoken by a range of native speakers including adults and children, stories, songs and videos.</li> <li>b) Show understanding by joining in, for example with conversations, stories and songs.</li> <li>c) Show understanding using a variety of responses such as non-verbal (by gesture), verbal (by replying to questions), by speaking as a whole class, as a group and individually.</li> </ul>
2.	Explore the patterns and sounds of language through songs and rhymes and the link the spelling, sound and meaning of words.	<ul style="list-style-type: none"> <li>a) Learn actions which link to phonemes in Spanish (e.g. j, r, ci, z, co)</li> <li>b) Be able to make the phoneme-grapheme link in Spanish.</li> <li>c) Be able to say and understand rhymes such as tongue twisters.</li> <li>d) Listen and join in with stories and songs.</li> </ul>
3.	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	<ul style="list-style-type: none"> <li>a) Exchange common greetings such as <i>hola</i>, <i>buenos días</i>, <i>adiós</i> and <i>¿qué tal?</i></li> <li>b) Understand and give personal information such as name, age, likes and dislikes.</li> <li>c) Be able to use <i>sí</i> and <i>no</i>.</li> </ul>
4.	Speak in sentences using familiar vocabulary, phrases and basic language structures.	<ul style="list-style-type: none"> <li>a) Be able to follow a model to ask and answer a variety of questions.</li> <li>b) Be able to speak in sentences to say what something is (<i>es</i> + a noun), what you have (<i>tengo</i> + a noun), who you are (<i>soy</i> + a noun/ name), what you would like (<i>quisiera</i> + a noun) using a series of familiar vocabulary.</li> </ul>

		<ul style="list-style-type: none"> <li>c) Be able to use the correct article (<i>un/una/el/la/los/las</i>) with a noun when speaking in simple sentences.</li> <li>d) Be able to use simple conjunctions, <i>y</i> and <i>pero</i> in sentences.</li> </ul>
5.	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	<ul style="list-style-type: none"> <li>a) Develop accurate pronunciation using a phonics approach to decoding and reading.</li> <li>b) Copy accurate pronunciation and intonation from native speaker audio and video recordings.</li> </ul>
6.	Present ideas and information orally to a range of audiences.	<ul style="list-style-type: none"> <li>a) Be able to present information such as personal details and opinions in pairs, groups and to the whole class.</li> <li>b) Be able to present this information in the form of a song or rap written and performed.</li> </ul>
7.	Read carefully and show understanding of words, phrases and simple writing.	<ul style="list-style-type: none"> <li>a) Read aloud stories, songs and raps containing familiar language and structures.</li> <li>b) Demonstrate accurate pronunciation and intonation.</li> </ul>
8.	Appreciate stories, songs, poems and rhymes in the language.	<ul style="list-style-type: none"> <li>a) Listen to and interact with stories using verbal and non-verbal responses.</li> <li>b) Take part in action songs, singing the lyrics correctly and demonstrating understanding by doing the correct actions when appropriate.</li> </ul>
9.	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	<ul style="list-style-type: none"> <li>a) Know how to work out the meaning of new words using context, pictorial clues and knowledge of English.</li> <li>b) Understand that bilingual dictionaries and web-based bilingual dictionaries can be used to find the meaning of new words.</li> <li>c) Start to use web or paper-based bilingual dictionaries.</li> </ul>
10.	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	<ul style="list-style-type: none"> <li>a) Write sentences and short texts from memory or by using writing frames or picture clues if required.</li> </ul>
11.	Describe people, places, things and actions orally and in writing.	<ul style="list-style-type: none"> <li>a) Be able to give personal details and opinions orally and in writing.</li> <li>b) Be able to describe the colours of animals and know the correct word order in Spanish for adjectives.</li> </ul>
12.	Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency	<ul style="list-style-type: none"> <li>a) Understand that Spanish has masculine and feminine forms and know how to recognise these through the definite and indefinite articles.</li> <li>b) Know the first person singular form of the high frequency verbs <i>ser</i> (to be) and <i>tener</i> (to have).</li> </ul>

	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.	<ul style="list-style-type: none"> <li>c) Know the key feature of the word order of adjectives in Spanish.</li> <li>d) Know how to build sentences using <i>es</i>, <i>aquí hay</i> and the high frequency conjunctions <i>y</i> and <i>pero</i> to link words and phrases.</li> <li>e) Be able to see how Spanish differs from and compares to English in terms of verb formation, gender of nouns and adjectives.</li> <li>f) Understand and use appropriately basic punctuation in Spanish such as a comma, full stop, an inverted question mark (¿), an inverted exclamation mark (¡) and a capital letter to begin a sentence.</li> </ul>
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## Exemplification of the KS2 Languages Programme of Study in the Y4 iLanguages Spanish Scheme of Work

The Y4 iLanguages SoW is suitable for any class in KS2 in their second year of learning Spanish. The KS2 Languages Programme of Study can be found at [www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239042/PRIMARY\\_national\\_curriculum\\_-\\_Languages.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239042/PRIMARY_national_curriculum_-_Languages.pdf).

	Pupils should be taught to:	The iLanguages SoW enables pupils to achieve the following objectives:
1.	Listen attentively to spoken language and show understanding by joining in and responding.	<ul style="list-style-type: none"> <li>d) Listen attentively to the teacher, utterances and conversations in the materials spoken by a range of native speakers including adults and children, stories, songs and videos.</li> <li>e) Show understanding by joining in, for example with conversations, stories and songs.</li> <li>f) Show understanding using a variety of responses such as non-verbal (by gesture), verbal (by replying to questions), by speaking as a whole class, as a group and individually.</li> </ul>
2.	Explore the patterns and sounds of language through	<ul style="list-style-type: none"> <li>e) Learn actions which link to phonemes in Spanish (e.g. z, a, qu, r, j, soft c and i)</li> </ul>

	songs and rhymes and the link the spelling, sound and meaning of words.	<ul style="list-style-type: none"> <li>f) Be able to make the phoneme-grapheme link in Spanish.</li> <li>g) Be able to say and understand rhymes such as tongue twisters.</li> <li>h) Listen and join in with stories and songs.</li> </ul>
3.	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	<ul style="list-style-type: none"> <li>d) Be able to ask and answer questions about food likes and dislikes, personal descriptions, family and clothing.</li> <li>e) Understand how to form the typical Spanish structure of a question.</li> </ul>
4.	Speak in sentences using familiar vocabulary, phrases and basic language structures.	<ul style="list-style-type: none"> <li>e) Be able to follow a model to ask and answer a variety of questions.</li> <li>f) Be able to speak in sentences to say what something is (<i>es</i> + a noun), what you have (<i>tengo &amp; tiene</i> + a noun), who you are (<i>soy &amp; es</i> + a noun/ name), what you would like (<i>quisiera</i> + a noun) using a series of familiar vocabulary.</li> <li>g) Be able to use the correct article (<i>un/una/el/la/los/las</i>) with a noun when speaking in simple sentences.</li> <li>h) Be able to use simple conjunctions, <i>y, porque</i> and <i>pero</i> in sentences.</li> <li>i) Be able to give reasons for opinions.</li> </ul>
5.	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	<ul style="list-style-type: none"> <li>c) Develop accurate pronunciation using a phonics approach to decoding and reading.</li> <li>d) Copy accurate pronunciation and intonation from native speaker audio and video recordings.</li> </ul>
6.	Present ideas and information orally to a range of audiences.	<ul style="list-style-type: none"> <li>c) Be able to present information such as personal details and opinions with reasons in pairs, groups and to the whole class.</li> <li>d) Be able to present information in the form of an authentic French poem memorised and performed.</li> </ul>
7.	Read carefully and show understanding of words, phrases and simple writing.	<ul style="list-style-type: none"> <li>c) Read aloud stories, songs and raps containing familiar language and structures.</li> <li>d) Demonstrate accurate pronunciation and intonation.</li> </ul>
8.	Appreciate stories, songs, poems and rhymes in the language.	<ul style="list-style-type: none"> <li>c) Listen to and interact with stories using verbal and non-verbal responses.</li> <li>d) Take part in action songs, singing the lyrics correctly and demonstrating understanding by doing the correct actions when appropriate.</li> </ul>
9.	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written	<ul style="list-style-type: none"> <li>d) Know how to work out the meaning of new words using context, pictorial clues and knowledge of English.</li> </ul>

	material, including through using a dictionary.	e) Learn how to use a bilingual dictionary to find the meaning of new words, plurals and genders.
10.	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	b) Write sentences and short texts from memory or by using writing frames or picture clues if required. Be able to adapt language to create new sentences.
11.	Describe people, places, things and actions orally and in writing.	c) Be able to give personal descriptions of oneself and others and opinions with reasons orally and in writing. d) Be able to describe the colours of hair and eyes and know the correct word order and the agreement rule in Spanish for adjectives.
12.	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.	g) Understand that that adjectives in Spanish must agree with nouns and learn how to recognise and apply the rule, understanding how masculine, feminine and plural forms change the endings. h) Be able to use the third person of key verbs as well as the first person. i) Be able to use the possessive adjective 'my' correctly. j) Understand the pattern of sentences in Spanish including different word order from English and the formation of questions.

## Exemplification of the KS2 Languages Programme of Study in the Y5 iLanguages Spanish Scheme of Work

The Y5 iLanguages SoW is suitable for any class in KS2 in their third year of learning Spanish. The KS2 Languages Programme of Study can be found at [www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239042/PRIMARY\\_national\\_curriculum\\_-\\_Languages.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239042/PRIMARY_national_curriculum_-_Languages.pdf).

	<b>Pupils should be taught to:</b>	<b>The iLanguages SoW enables pupils to achieve the following objectives:</b>
1.	Listen attentively to spoken language and show understanding by joining in and responding.	g) Listen attentively to the teacher, utterances and conversations in the materials spoken by a range of native speakers including adults and children, stories, songs and videos.

		<ul style="list-style-type: none"> <li>h) Show understanding by joining in, for example with conversations, stories and songs.</li> <li>i) Show understanding using a variety of responses such as non-verbal (by gesture), verbal (by replying to questions), by speaking as a whole class, as a group and individually.</li> </ul>
2.	Explore the patterns and sounds of language through songs and rhymes and the link the spelling, sound and meaning of words.	<ul style="list-style-type: none"> <li>i) Learn actions which link to phonemes in Spanish (e.g. e,i and j)</li> <li>j) Be able to make the phoneme-grapheme link in Spanish.</li> <li>k) Know and apply the rules for silent letters such as 'h'.</li> <li>l) Be able to say and understand rhymes such as tongue twisters.</li> <li>m) Listen and join in with stories and songs.</li> </ul>
3.	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	<ul style="list-style-type: none"> <li>f) Exchange common greetings such as <i>buenos días, hola, adiós, hasta luego</i> and <i>¿qué tal?</i></li> <li>g) Understand and give personal information such as hobbies and sports liked and disliked, clothing worn.</li> </ul>
4.	Speak in sentences using familiar vocabulary, phrases and basic language structures.	<ul style="list-style-type: none"> <li>j) Be able to follow a model to ask and answer a variety of questions.</li> <li>k) Be able to speak in sentences to say what something is (<i>es</i> + a noun), and use parts of the verb <i>tener</i> (<i>tengo, tienes, tiene</i> + a noun), parts of the verb <i>être</i> (<i>soy, eres, es</i>), what you would like (<i>quisiera</i> + a noun) using a series of familiar vocabulary.</li> <li>l) Be able to use the correct article (<i>un/una/el/la/los/las</i>) with a noun when speaking in simple sentences.</li> <li>m) Be able to use simple conjunctions, <i>y</i> and <i>pero</i> in sentences as well as <i>para</i>.</li> </ul>
5.	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	<ul style="list-style-type: none"> <li>e) Develop accurate pronunciation using a phonics approach to decoding and reading.</li> <li>f) Copy accurate pronunciation and intonation from native speaker audio and video recordings.</li> </ul>
6.	Present ideas and information orally to a range of audiences.	<ul style="list-style-type: none"> <li>e) Be able to present information such as sports and hobbies which the child takes part in and opinions in pairs, groups and to the whole class.</li> </ul>

		f) Be able to present this information in the form of a song or rap written and performed.
7.	Read carefully and show understanding of words, phrases and simple writing.	e) Read aloud stories, songs and raps containing familiar language and structures. f) Demonstrate accurate pronunciation and intonation.
8.	Appreciate stories, songs, poems and rhymes in the language.	e) Listen to and interact with stories in different tenses using verbal and non-verbal responses. f) Take part in action songs, singing the lyrics correctly and demonstrating understanding by doing the correct actions when appropriate.
9.	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	f) Know how to work out the meaning of new words using context, pictorial clues and knowledge of English. g) Use web or paper-based bilingual dictionaries look up verbs and understand that the endings need to be conjugated. Start to use verb tables.
10.	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	c) Write sentences and short texts from memory and by manipulating language in a model sentence or text to personalise it.
11.	Describe people, places, things and actions orally and in writing.	e) Be able to give personal details and opinions orally and in writing. f) Be able to describe the colours of clothing and know the correct word order in Spanish for adjectives. g) Be able to use prepositions to say where items are located.
12.	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.	k) Understand that Spanish has masculine and feminine forms and know how to recognise these through the definite and indefinite articles. l) Know the first, second and third person singular form of the high frequency verbs <i>ser</i> (to be), <i>tener</i> (to have) and <i>ir</i> (to go). m) Be able to form the near future tense using <i>ir</i> plus an infinitive verb. n) Be able to form negative sentences using <i>no ...</i> . o) Know the key feature of the word order of adjectives in Spanish.



		<p>p) Build sentences using <i>es</i>, <i>aquí hay</i> and the high frequency conjunctions <i>y</i> and <i>pero</i> to link words and phrases.</p> <p>q) Be able to see how Spanish differs from and compares to English in terms of verb formation, gender of nouns and adjectives.</p>
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## Exemplification of the KS2 Languages Programme of Study in the Y6 iLanguages Spanish Scheme of Work



The Y6 iLanguages SoW is suitable for any class in KS2 in their sixth year of learning Spanish. The KS2 Languages Programme of Study can be found at [www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239042/PRIMARY\\_national\\_curriculum\\_-\\_Languages.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239042/PRIMARY_national_curriculum_-_Languages.pdf).

	<b>Pupils should be taught to:</b>	<b>The iLanguages SoW enables pupils to achieve the following objectives:</b>
1.	Listen attentively to spoken language and show understanding by joining in and responding.	<p>a) Listen attentively to the teacher, utterances and conversations in the materials spoken by a range of native speakers including adults and children, stories, songs and videos.</p> <p>b) Show understanding by joining in, for example with conversations, stories and songs.</p> <p>c) Show understanding using a variety of responses such as non-verbal (by gesture), verbal (by replying to questions), by speaking as a whole class, as a group and individually.</p>
2.	Explore the patterns and sounds of language through songs and rhymes and the link the spelling, sound and meaning of words.	<p>a) Use prior knowledge of phonemes taught in years 3-5 and apply these to new language.</p> <p>b) Know and apply the rules for silent letters such as 'h'.</p> <p>c) Be able to say and understand rhymes such as tongue twisters.</p> <p>d) Listen and join in with stories and songs.</p>

3.	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	<ul style="list-style-type: none"> <li>a) Be able to ask for and tell the time.</li> <li>b) Understand and describe one's daily routine.</li> <li>c) Be able to ask for and understand directions in a town.</li> <li>d) Be able to buy food in a shop and café and understand prices.</li> </ul>
4.	Speak in sentences using familiar vocabulary, phrases and basic language structures.	<ul style="list-style-type: none"> <li>a) Be able to follow a model to ask and answer a variety of questions such as what time it is, to ask for food in a shop and cafe.</li> <li>b) Be able to speak in sentences to say what something is (<i>es</i> + a noun), and use all parts of the verb <i>tener</i>, <i>ser</i> and <i>ir</i>, what you would like (<i>quisiera</i> + a noun) using a series of familiar vocabulary.</li> <li>c) Be able to use the correct article (<i>un/una/el/la/los/las</i>) with a noun when speaking in simple sentences.</li> <li>d) Be able to use simple conjunctions, <i>y</i> and <i>pero</i> in sentences as well as <i>para</i>.</li> </ul>
5.	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	<ul style="list-style-type: none"> <li>a) Develop accurate pronunciation using a phonics approach to decoding and reading.</li> <li>b) Copy accurate pronunciation and intonation from native speaker audio and video recordings.</li> </ul>
6.	Present ideas and information orally to a range of audiences.	<ul style="list-style-type: none"> <li>a) Be able to present information about a famous Spanish city.</li> <li>b) Be able to perform a play to an audience.</li> </ul>
7.	Read carefully and show understanding of words, phrases and simple writing.	<ul style="list-style-type: none"> <li>a) Read aloud stories, songs and raps containing familiar language and structures.</li> <li>b) Demonstrate accurate pronunciation and intonation.</li> </ul>
		c)
8.	Appreciate stories, songs, poems and rhymes in the language.	<ul style="list-style-type: none"> <li>a) Listen to and interact with stories in different tenses using verbal and non-verbal responses.</li> <li>b) Take part in action songs, singing the lyrics correctly and demonstrating understanding by doing the correct actions when appropriate.</li> </ul>
9.	Broaden their vocabulary and develop their ability to understand new words that are	<ul style="list-style-type: none"> <li>a) Know how to work out the meaning of new words using context, pictorial clues and knowledge of English.</li> </ul>

	introduced into familiar written material, including through using a dictionary.	b) Use web or paper-based bilingual dictionaries look up verbs and understand that the endings need to be conjugated. Start to use verb tables.
10.	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	a) Write sentences and short texts from memory and by manipulating language in a model sentence or text to personalise it.
11.	Describe people, places, things and actions orally and in writing.	a) Be able to give details and opinions orally and in writing about houses, bedrooms, towns, directions and food. b) Be able to describe houses and know the correct word order in Spanish for adjectives and use comparative language ( <i>más que, menos que</i> ). c) Be able to talk about one's favourite house/ hobby/ subject.
12.	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.	a) Understand that Spanish has masculine and feminine forms and know how to recognise these through the definite and indefinite articles. b) Know and be confident in using all forms of the high frequency verbs <i>ser</i> (to be), <i>tener</i> (to have) and <i>ir</i> (to go). c) Be able to use comparative language ( <i>más que, menos que</i> ). d) Be able to form negative sentences using <i>no</i> . e) Be able to build phrases using <i>puedo</i> plus an infinitive. f) Build sentences using <i>hay</i> and possessive adjectives. g) Be able to use the preterite tense to describe actions in the past. h) Be able to use <i>ir</i> plus an infinitive verb to describe actions in the near future (e.g. <i>voy a jugar</i> ).

# Lightbulb Languages Overview

NO.	YEAR	TITLE	CONTEXT	GRAMMAR	VOCABULARY	PHONICS
1A	Y3	¡Hola! ¿Qué tal?	greetings and saying your name	• <b>llamarse 1,2</b>	• greetings names	h, ll, ñ, a, o
1B	Y3		saying how you feel		• ¿qué tal? • 4 answers to the question	e, i, u, qu
2A	Y3	Vamos a contar	numbers to 15, survey, maths	• <b>tener 1,2,3</b>	• numbers 0-15 • más/menos • ¿Qué número tienes?	ce / ci / z, b/v, cu
2B	Y3		saying your age	• <b>tener 1,2</b>	• numbers 1-15 • ¿Cuántos años tienes?	ce / ci / z, b/v, cu, ñ
3	Y3	Los colores	using <i>ser</i> to say what colour something is	• <b>ser 1,2,3</b>	• 12 colours • ¿De qué color es?	j, z
4	Y3	En mi estuche	gender of singular nouns using school equipment	• <b>ver 1,2</b> • gender of singular nouns • singular indefinite articles	• 6 x school equipment • sí/no	u, z, v
5A	Y3	Mi familia y yo	members of the family, their names and ages	• <b>llamarse 1,3</b> • <b>tener 1,3</b> • possessive adjective <i>mi</i> • notion of gender	• members of the family • numbers 1-15 • ¿Cómo se llama? • ¿Cuántos años tiene?	h, ll, ñ
5B	Y3		pets, their names and ages	• <b>llamarse 3,6</b> • <b>tener 3,6</b> • possessive adjective <i>mi</i> • notion of gender • plurals of nouns • use of <i>no</i> to make verb negative	• 9 x pet words • numbers 1-15 • ¿Cómo se llama(n)? • ¿Cuántos años tiene(n)? • names	z, j, ll
6	Y3	Mi bandera	describing the colours and shapes on flags	• <b>ser 3</b> • <b>tener 3</b> • use of conjunction <i>y</i> • possessive adjective <i>mi</i> • plurals of nouns • adjectival agreement (fem. sing.)	• 6 colours • 5 shapes • numbers 1-15 • bandera	j, ci, a
7A	Y4	En el parque de animales	numbers 1-39	• <b>tener 1,2,3</b> • use of conjunction <i>y</i>	• numbers 1-39 • el número	v, ci, i
7B	Y4		numbers of wild animals	• plurals of nouns • <b>hay</b> • notion of gender	• 16 animals • numbers 1-39	v, ce/ci/z, i, j, ll, h
8A	Y4	¿A qué fecha estamos?	months and birthdays	• possessive adjectives <i>mi, tu, su</i> • <b>hay</b> • <b>ser 3</b> • use of conjunction <i>y</i>	• 12 months • numbers 1-31 • cumpleaños • ¿Cuándo es tu cumpleaños?	j, ñ
8B	Y4		days of the week and dates	• plurals of nouns • <b>ser 3</b> • use of conjunction <i>y</i>	• 7 days • 12 months • numbers 1-31	j, v, ci/z, a, i
9A	Y4	¿Tienes hambre?	opinions of singular foods	• <b>tener 1,2,3</b> • expressions with <i>tener</i> (hambre/seed) • <b>querer 1,2,3 + infinitive</b> • notion of gender • opinions (singular) • conjunctions <i>y</i> and <i>pero</i> • definite articles (singular)	• 15 foods/drinks • 7 days • hambre/sed • 4 opinions • comer / beber • ¿te gusta?	qu, h, z

[illegible]

		Número	Los pil	Descri			Me en deport	¿Qué f
Y4	Y4	Y5	Y5	Y5	Y5	Y5	Y5	Y5
9B	10	11	12	13A	13B	13C	14	15

