



## MFL Curriculum

***Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.***

*(DfE: NC in England- Languages Programmes of Study: Key Stage 2)*



At Beever Primary School, we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others.

Through the delivery of Foreign Languages, we aim to improve pupils' skills in these four areas:

- Listening and responding
- Speaking
- Reading and responding
- Writing

We recognise that language learning in its broadest sense has three core strands– oracy, literacy and intercultural understanding. We also recognise that children should be encouraged to apply their knowledge and that we should equip them, not just with knowledge about language, but also with strategies for language learning that they can use in the future when studying another foreign language.

The language offered at Beever Primary School is Spanish. Spanish is taught at some of our feeder Secondary Schools and so we aim to provide a strong foundation in the language to be developed further at KS3. Spanish is also the second most natively spoken language in the world, after Mandarin Chinese, and the primary language of 20 countries worldwide: in fact, it is estimated that the combined total number of Spanish speakers is between 470 and 500 million.

The National Curriculum for languages aims to ensure that all Key Stage 2 pupils:

- 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.

- can 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.

Pupils 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 word.
- 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.