

Modern Foreign Languages at Fender

Intent

We believe that learning a foreign language is a vital part of a broad and balanced curriculum. Our Spanish curriculum is designed to foster curiosity, cultural awareness, and a lifelong love of languages. Through engaging, practical and meaningful learning experiences, we aim to develop children's confidence, communication skills and understanding of the wider world.

By the end of Key Stage 2, children will be able to understand and express themselves in spoken and written Spanish with increasing fluency and accuracy. Our curriculum provides regular opportunities to explore the culture, traditions and geography of Spanish-speaking countries, encouraging empathy, global citizenship, and a sense of identity beyond their immediate community.

We ensure progression in vocabulary, grammar and pronunciation, while also making language learning fun, interactive and inclusive. Ultimately, we want our pupils to leave primary school equipped with a strong foundation in Spanish and the motivation to continue language learning in secondary school and beyond.

Implementation

Our pedagogy is built around three key concepts:

1. Command of the Content / Excellent Subject Knowledge
2. Consistent Environment, Relationships and Routines
3. Cornerstones of Teaching & Learning (outlined beneath)

Core Knowledge	Oracy Rich Opportunities	Adaptive Practice
The core knowledge for each lesson is clear and explicit. This learning is broken down into clear steps.	Oracy elevates learning and offers the opportunity to promote disciplinary talk. Oracy is a feature of every lesson and is the outcome of at least one lesson per unit.	Learning is adapted carefully to meet the needs of all learners regardless of need or starting point.
Diverse & High-Quality Texts	Vocabulary	Revision & Assessment
Our curriculum is underpinned by diverse and high-quality texts that allow themselves to see themselves and others.	Vocabulary is explicitly taught and revised. This builds a bank of disciplinary vocabulary that is revised regularly	Assessment is ongoing and purposeful. Each lesson begins with a review of last week's learning. Each unit ends with a summative assessment.
Careers	Modelling	CPD
Real life opportunities are woven into the curriculum	Modelling is one of our true cornerstones of teaching and	Ongoing CPD for subject leaders, teachers and teaching

<p>including visits, trips and opportunities to look at careers within the subject. At our annual Careers' Festival, the subject is represented by professionals.</p>	<p>learning. Whatever the task, high-quality modelling helps unlock student understanding.</p>	<p>assistants ensures fidelity to our pedagogy.</p>
<p>Cultural Capital</p>	<p>Parental Involvement</p>	<p>Monitoring</p>
<p>Children learn about significant events, people and places that bolster their knowledge of the world. This is supported through visitors, trips and visits, and strengthened through our careful curation of high-quality and diverse texts.</p>	<p>Parents are invited to share in the learning journey through our engaging road maps. Learning is shared routinely on Class Dojo. Parents are invited in for special occasions, events and celebrations.</p>	<p>Subjects are monitored routinely through book looks, learning walks, pupil voice and governor visits</p>
<p>Impact</p>		
<p>The impact of our Spanish curriculum is evident in the growing confidence, enthusiasm, and competence of our learners as they develop their language skills. Children leave our school with a solid foundation in spoken and written Spanish, including a secure grasp of key vocabulary, grammatical structures, and accurate pronunciation. Through regular exposure to Spanish, pupils are able to listen, respond, read and write with increasing fluency. They are also equipped with transferable language learning strategies that will support them in future language study. Most importantly, our children develop a positive attitude towards learning other languages and an appreciation of cultural diversity.</p> <p>Pupil progress is tracked through informal assessment, classroom interactions and practical tasks that showcase their understanding. By the end of Key Stage 2, the majority of children are ready for the demands of the secondary language curriculum, and many demonstrate a genuine curiosity about the wider world, inspired by the cultural insights gained through their Spanish learning journey.</p>		

Spanish Long-Term Plan

	Year 3	Year 4	Year 5	Year 6
Autumn	Introductions & Greetings	Alphabet & Spelling, Numbers 21-40, Time, Months, Seasons, Weather	Numbers to 60, Describing myself, Clothing & Uniform	Numbers 61 - 100, Multiplying & Dividing, Describing others, Sports & Opinions, Hobbies.
Spring	Masculine/Feminine Nouns, Developing 'Where?' and 'What?'	Classroom items, plurals, opinions, 'Que?' 'Donde?' 'Quien?'	Bedroom, Body Parts, Food	School & Identifying Verbs
Summer	Family & Pets, 'I have', 'This is'.	'My House', Where I live, Maths, Transport	'The Shops', Description of places/things, adjectives, giving reasons 'porque'	Holidays, Cities & Countries, 'My Life Project'



FENDER PRIMARY SCHOOL

Long Term Plan - Spanish

YEAR 3

Autumn: Introductions & Greetings

Spring: Masculine/Feminine Nouns, Developing 'Where?' and 'What?'

Summer: Family & Pets, 'I have', 'This is'.



YEAR 5

Autumn: Numbers to 60, Describing myself, Clothing & Uniform

Spring: Bedroom, Body Parts, Food

Summer: 'The Shops', Description of places/things, adjectives, giving reasons 'porque'



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HOLA!

YEAR 4

Autumn: Alphabet & Spelling, Numbers 21-40, Time, Months, Seasons, Weather

Spring: Classroom items, plurals, opinions, 'Que?', 'Donde?', 'Quien?'

Summer: 'My House', Where I live, Maths, Transport



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YEAR 6

Autumn: Numbers 61 - 100, Multiplying & Dividing, Describing others, Sports & Opinions, Hobbies.

Spring: School & Identifying Verbs

Summer: Holidays, Cities & Countries, 'My Life Project'

Careers

From Y3 - Y6, careers education is woven throughout our Spanish lessons and children are exposed to the opportunities available to them from studying Spanish.



Voice 21

Voice 21 is a central part of every Spanish lesson. Each lesson contains a carefully planned element of both Speaking and Listening.

Progression Map

	Year 3	Year 4	Year 5	Year 6
Listening & Speaking	Respond to greetings and instructions Say name and age Join in with songs and rhymes Repeat simple phrases clearly	Ask and answer basic questions (e.g. likes, pets) Use rehearsed sentence stems Improve pronunciation and confidence	Express opinions and preferences Engage in role play Begin to ask spontaneous questions	Hold extended conversations Use varied questions and responses Present information with fluency and good intonation
Reading	Recognise familiar words in context Match words to pictures Follow simple written sentences	Read short phrases independently Use context to aid understanding Spot patterns in familiar texts	Read short texts for meaning Use cognates and inference Begin reading aloud with expression	Understand short paragraphs and dialogues Translate simple texts Identify key details and meaning
Writing	Copy single words accurately Label pictures Write short phrases using a model	Write short sentences from memory Use word banks and sentence starters Develop basic punctuation	Write short paragraphs using sentence frames Use conjunctions and varied structures	Write independently using a range of sentence types Use connectives, time phrases and varied tenses Begin to edit for accuracy
Phonics	Develop sound-symbol awareness Practise key Spanish phonemes (e.g. j, ll, ñ) Use songs and chants to build confidence	Improve pronunciation of tricky sounds Begin to recognise patterns in sound-spelling Use simple strategies for decoding	Consolidate pronunciation rules Use syllable stress to support reading aloud Start applying phonics to unfamiliar words	Use phonics knowledge to read fluently Recognise accent marks and their impact Confidently pronounce longer unfamiliar words
Grammar & Vocabulary	Use first person singular (e.g. "soy", "tengo") Learn noun-adjective agreement Recognise gender and number	Use "tú" and "él/ella" forms Build sentences with conjunctions (e.g. "y", "pero") Expand topic-related vocabulary	Use regular verb conjugation Develop noun-adjective agreement accuracy Add adverbs, quantifiers and time phrases	Use a range of tenses (present, near future) Construct complex sentences Choose vocabulary for purpose and audience
Intercultural Understanding	Learn about Spanish-speaking	Compare home and school life in	Investigate hobbies, celebrations	Reflect on global

	<p>countries Explore greetings, festivals and traditions</p>	<p>Spain and the UK Explore regional culture (e.g. food, festivals)</p>	<p>and routines Understand differences within the Hispanic world</p>	<p>Spanish-speaking communities Discuss the value of language learning and diversity</p>
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National Curriculum - MFL

Purpose of Study

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.

Aims

The national curriculum for languages aims to ensure that all 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

Subject content

Key Stage 2

The focus of study in modern languages will be on practical communication.

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 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):

- the conjugation of high-frequency verbs
- key features and patterns of the language
- how to apply these, for instance, to build sentences and to understand how these differ from or are similar to English

Spanish Lesson Structure

Revision & Recap

Teacher revisits learning from last week, last term and last year.
Absent children from the previous week/lesson find out the core learning from last week.

Talk Like A Historian Vocabulary / Oracy

Vocabulary is explicitly taught using oracy-rich strategies.

Explicit Teaching of New Knowledge

Teacher uses the road map to place new learning in the context of the unit.
Teacher uses core principles of our Fender Pedagogy to teach new core knowledge from that week.

Independence

Children practice and develop their knowledge, through application of a historical skill in their independent (or group) work.
This could be written or orally recorded, dependent on the knowledge, skill and task of that lesson.

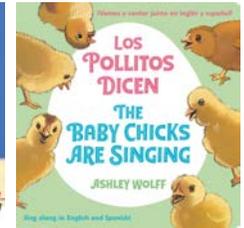
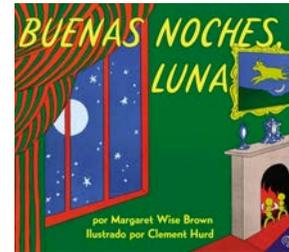
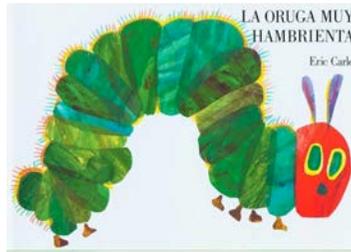
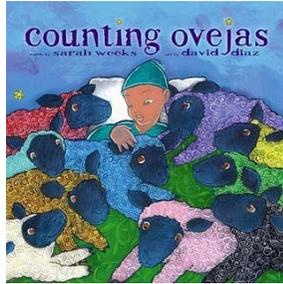
Review...Revise...Reflect...Where Next?

Teacher to make explicit the core knowledge from that lesson - three core facts!
Revise that lesson's taught vocabulary
Use the road map to look ahead - where does this knowledge take us next?

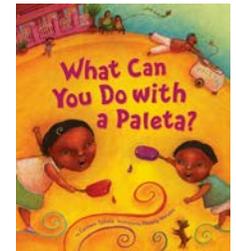
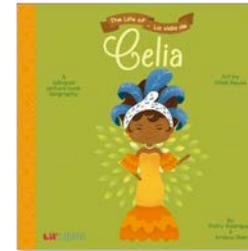
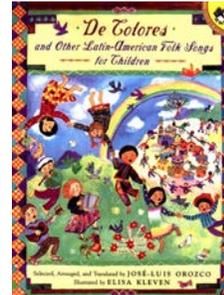
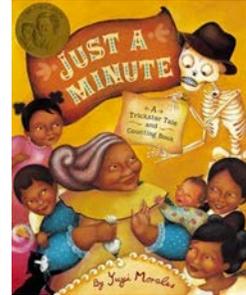
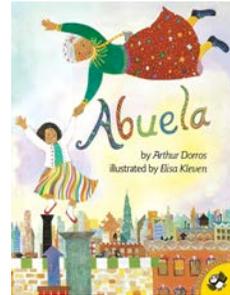
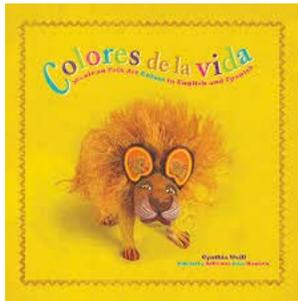
Fender Primary
Modern Foreign Languages Reading Spine

EYFS

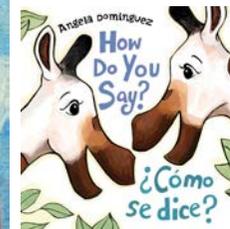
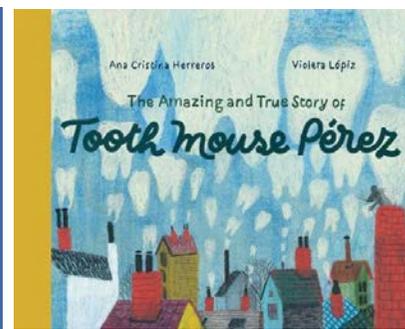
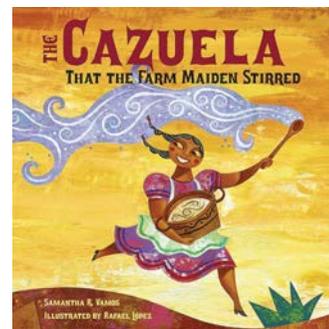
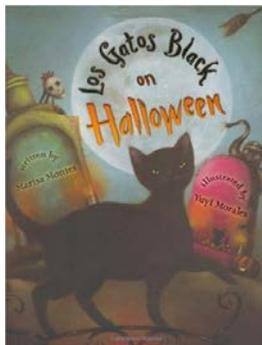
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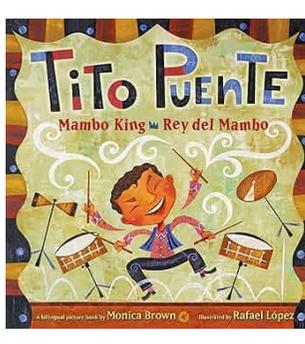
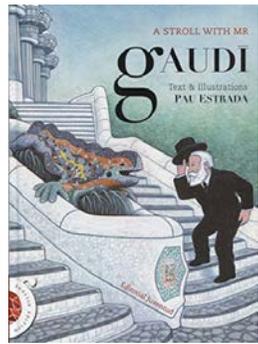
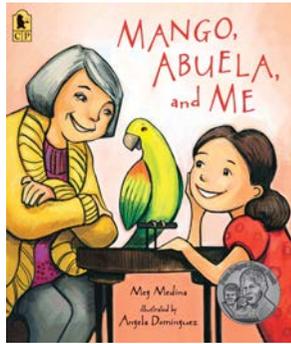
Year 3



Year 4



Year 5



Year 6

