



MFL (Spanish) **at Ludlow Primary School**

Our Curriculum Drivers at Ludlow Primary School			
Confident Communicator	Citizen of the World	Growth Mindset	Healthy Body, Healthy Mind
Our Core Values			
Independence	Happiness	Honesty	Kindness

When Ludlow Primary School was created in 2019 from the amalgamation of Ludlow Infant and Ludlow Junior School, we had the exciting opportunity to consider our school community's needs and create a curriculum specifically tailored for them.

We have devised four drivers that run through our school curriculum. They are tailored to our pupil's specific needs and take account of the opportunities and challenges in the context of our school community and our pupils' lives.

These join with our core values to help children understand and appreciate the world around them so they can develop into responsible, knowledgeable and caring international citizens of the 21st century.

What MFL looks like in our school:

- Opportunities to learn about life in another country, developing an awareness of cultural similarities and differences.
- Speaking and listening activities to develop confidence with pronunciation and speaking and listening skills.
- Enjoyable and fun activities and songs to foster an interest in learning another language.
- Grammar activities which reinforce and develop their understanding of their own language.
- Displays in every classroom and around school to encourage an interest in Spanish.

This is our philosophy:

- Children learning through enjoyable activities.
- Using the children's understanding as a starting point.
- Making links to the world around us.
- High quality modelling of Spanish learning.
- Promoting the use of the Spanish speaking throughout the school day.
- Cross-curricular links where possible.
- To foster a healthy curiosity in our children and a passion for Spanish.
- Spanish language embedded throughout the school with instructions, class routines, etc.

This is the knowledge and understanding gained at each stage:

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

By the end of Key Stage 1 pupils will:

- Explore different ways to greet people in other languages.

By the end of Key Stage 2 pupils will:

- 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.

This is how it works:**KS1**

- Language teaching in KS1 is ad hoc and informal. Children, for example, are encouraged to answer the register in a different language and are taught different simple greeting.
- Teachers may also choose to greet pupils each morning in different languages as they come in.
- Pupils are encouraged to greet each other in different languages.

KS2

- We will follow our own progression document using specific Spanish units on [Language Angels](#)
- Planning and resources are used directly from Language Angels.
- Planned teaching for a session will be 30 minutes but opportunities to practise vocabulary and phrases learned will need to be regularly revisited so as to ensure that learning is retained.
- Each lesson will have an aspect of speaking, listening and writing and will start with a revision of language learned previously.
- Teachers may encourage children to answer the register using Spanish vocabulary.

This is what adults do:

- Teach exciting lessons which build on prior knowledge based on teaching a mixture of geographical skills and knowledge.
- Create a learning environment that supports learning and that engages children's interest in the topic being studied e.g. role play areas, interactive displays.
- Regular book looks, pupil perceptions, assessment and planning audits.
- Whole school professional development.

This is how we support:

- Work might be differentiated so that all children are able to meet the learning objective.
- Small group/1:1 adult support given where required.
- We use teacher and self-assessment to quickly identify any child who requires additional support in specific areas.
- These pupils will then receive additional support or resources to use.

This is how we challenge:

- Lessons will be differentiated.
- Additional activities to stretch the learning within the lesson.

This is how ensure all children can access the curriculum:

- Children who have SEN or EAL needs are given core vocab for the topic.
- Seating children alongside good role models to support one another.
- By providing visual/practical prompts.

This is what you might typically see:

- Engaged learners who show perseverance.
- Children talking about, sharing and reflecting on learning
- Children are self-motivated and eager to learn new words in a different language.
- Themed days to give the children the opportunity to learn about aspects of the nation in a meaningful context.
- Children sharing their learning with others through contributing to a display.

This is how we know how well our pupils are doing:

- Marking and feedback by teacher and peers.
- Displays of work in classrooms.
- Mistakes/misconceptions are picked up and addressed during lessons.
- Marking and feedback by teacher and peers.
- Photographic and video evidence.
- Book scrutiny and pupil voice.
- Assessment table on front cover for each termly topic to be filled in by both pupils and teachers.

This is the impact of the teaching:

Children are able to:

- listen attentively to spoken language and show understanding by joining in and responding
- discuss 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
- 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

What is Cultural Capital?

Cultural capital can be defined as powerful knowledge. Knowledge that is one of the key ingredients a child will draw upon to be successful in society, their career and the world of work.

Cultural capital gives a child power. It helps them achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital.

In Spanish, this powerful knowledge can be split into two categories: powerful subject knowledge and powerful personal knowledge

Powerful subject knowledge in Spanish

- The MFL National Curriculum
- The knowledge of how and why people need to understand other languages and cultures.
- The knowledge of local, national and worldwide events and their importance on society.

Powerful personal knowledge in Spanish

- The celebration of International Languages Day.
- Experience Spanish culture – foods, music, festivals, stories.
- Visits from local high school children to show children future opportunities of learning Spanish.

SMSC links in Spanish at Ludlow Primary School

Spiritual, Moral, Social and Cultural (SMSC) development is the overarching umbrella that encompasses personal development across the whole curriculum. At Ludlow Primary School, links to SMSC are made across the curriculum and lessons to create a child centred approach.

Spiritual

- Students are taught to accept and embrace other languages and cultures.
- Students are educated on the religious beliefs of the people in countries of the language they are learning.
- Students are encouraged to be empathetic to the cultures, beliefs and traditions of others and stereotypes are challenged where necessary.

Moral

- Students are encouraged to show empathy and understanding to others.
- Stereotypes and intolerance are challenged through the teaching of language and culture.

Social

- Creating a sense of community in lessons
- Interact with the school community
- Encourage pupils to recognise and respect social differences and similarities
- Celebrate success both in and out of school
- Promoting teamwork throughout lessons
- Providing peer mentoring opportunities in lessons

Culture

- Students are encouraged to embrace 'difference' at all stages of their linguistic development and accept ideas which may be 'alien' to them, as culturally significant.
- Students are encouraged to discuss and challenge stereotypes within a national and international context.
- Media and new technology are encouraged to explore students' interest in language and culture in all aspects of their learning.