

Subject Key Specification Policy



MfL (Spanish)



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Rationale

Trust Level

This document was created in conjunction with MfL subject leads across the primary arm of the Rowan Learning Trust (RLT). Through this collaborative approach, '[Stage Descriptors](#)' were identified and agreed upon on a trust level. These descriptors provide a list of objectives which each school uses as their baseline/non-negotiable objectives, providing a moderated approach to the content delivered in MfL lessons across the RLT. MfL leads across the Trust worked together to ensure that these Stage Descriptors met the National Curriculum Aims and Objectives.

School Level

Using these Stage Descriptors, each school within the RLT has personalised their curriculum to suit their context and individual needs. Here at Marus Bridge Primary School, the Stage Descriptors act as a baseline to our 'End Points Document', which lists each objective to be taught within each individual topic. Topics and End Points have been selected with a great deal of purpose to reflect the intent of our curriculum at Marus Bridge and ensure that knowledge is sequential and interconnected.

MfL Intent, Implementation and Impact

MfL Intent

Through our teaching of MfL (Spanish), we aim to provide an opening to **other cultures**, foster children's curiosity and **deepens their understanding of the world**. By embedding the essential skills of **listening, phonics, reading, speaking and writing**, we help them acquire the foundations for further foreign language learning at Key Stage 3 and a **smoother transition** to Secondary School. We intend to immerse our children in the language and generate a passion for future language learning and an appreciation of other cultures.

Why Spanish?

- ✓ It's in the **top 5** most spoken languages in the world.
- ✓ To **support KS3 transition** in MfL, as our local high school also teaches Spanish
- ✓ Many of our pupils holiday in Spanish speaking countries (as per our parent survey), providing a base of **prior knowledge** and **real-life practice** opportunities
- ✓ **Spanish links to other areas of our curriculum**. For example, our geography End Points (During a topic on the Mediterranean), and our History End Points (linking to why it's spoken in both America and Spain). This provides extra cultural context

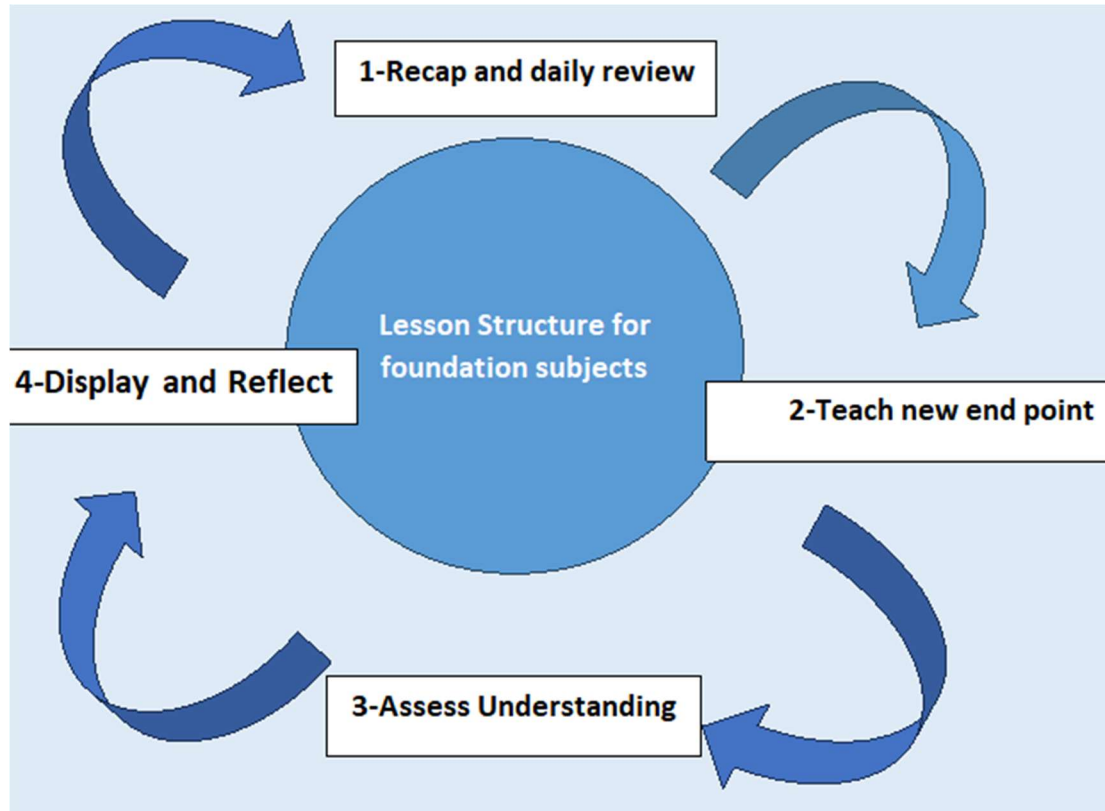
MfL Implementation

Children at Marus Bridge are introduced to Spanish from **Early Years through songs, games and rhyme**. They receive a weekly **30-minute lesson** throughout KS1 and KS2. Within these lessons, children are taught to listen attentively to spoken language and respond, joining in with songs, rhymes and games to help them remember key words, phrases and phonetics. The Janet Lloyd **Primary Languages Network Spanish** Scheme of Work is adapted by our teaching staff to ensure that our Spanish End Points (derived from the Stage Descriptors) are covered. This scheme provides our teachers with access to **regular CPD** and native speakers, therefore developing MFL confidence and pedagogy. CPD has also been accessed through creating close links with our local secondary school.

Our MfL curriculum has been carefully planned to account for **overlearning** throughout their journey at Marus Bridge. In every year group, content from the previous year and below is recapped, building upon new knowledge and **making phonetic connections** across topics. **We pride ourselves in the immersivity** of our Spanish delivery, which is achieved in the following ways:

- Children **order lunches in Spanish** using visual aids
- Spanish greetings on the door and during register time
- Classroom commands are given in Spanish in KS2
- Spanish classroom labels

All of our teachers plan lessons which follow our lesson structure below:



In terms of enrichment, a **Hispanic Day** is planned for each year to enable the whole school to be immersed in the inclusion of the culture and to use the language in a meaningful context. Furthermore, we have a lunchtime Spanish Club which runs half termly, offering immersion in the culture alongside fun and enjoyable Spanish games. **We also seek opportunities to send letters to Spanish schools as part of a pen pal scheme.**

Our MB10 (see separate document) is also used across the breadth of the curriculum to ensure that cognitive learning strategies are used as a pedagogical tool to support effective teaching and learning.

MfL Impact

Our children enjoy learning a new language and widening their knowledge and understanding of a culture that may differ to their own. This helps them to learn about the world in which they live. Children can hold a basic conversation speaking with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say in different contexts. By providing a progressive approach to the teaching of Spanish, we will ensure that children can speak with a wider vocabulary base, referring to key words and phrases they have been taught. Children can hold a discussion, ask questions and continually improve the accuracy of their pronunciation and intonation. To embed and develop fully the teaching and learning of Spanish across the school, preparing children for future opportunities in Spanish speaking countries, to



engage with new friends or to use in the working world. Provides a valuable educational, social and cultural experience for our pupils. Helps them to develop communication skills in speaking, listening, reading and writing.

In terms of data, at the end of the 23-24 academic year, 83% of children reached the expected standards in MfL. As a trust, our moderation process concluded that 80% is the average across the Trust.

National Curriculum Aims and Objectives

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.
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National Curriculum Objectives

National Curriculum Objectives	
KS1	Non statutory
KS2	<ul style="list-style-type: none"> • 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.

Stage Descriptors

Stage Descriptors (agreed upon on a Trust level)	
EYFS	<ul style="list-style-type: none"> • Early exposure to chosen language will occur through opportunities taken by a class teacher to reflect a school's community. • Learning simple words and phrases from peers and adults around school • Joining in with songs and nursery rhymes
KS1	<ul style="list-style-type: none"> • Listen to simple Spanish words and phrases. • Explore and practise the words for familiar Spanish words and phrases. • Join in with traditional songs, rhymes, stories, and games.
LKS2	<ul style="list-style-type: none"> • Appreciate stories, songs and rhymes in the chosen language. • Listen and respond to simple Spanish words and phrases. • Begin to recognise and read familiar words and phrases. • Explore the patterns and sounds of language through songs and rhyme. • Begin to engage in simple conversations by asking and answering questions. • Perform songs to a range of audiences. • Broaden vocabulary through familiar written material. • Write simple phrases and sentences from memory. • Describe people, places, things and actions orally. • Understand basic grammar to the language being studied: high frequency verbs and patterns of the language.
UKS2	<ul style="list-style-type: none"> • Appreciate stories, songs, poems and rhymes in the chosen language. • Listen and respond confidently to simple Spanish words and phrases. • Recognise the spellings, sound and meaning of words. • Engage in conversations; express opinions and respond to those of others; seek clarification and help. • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • Compose, rehearse and present ideas and information orally to a range of audiences. • Read carefully and show understanding of a wider range of words, phrases and simple writing. • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a Spanish dictionary. • Write words/phrases from memory and adapt these to create new sentences of varying length, to express ideas clearly. • Describe people, places, things and actions orally and in writing. Understand basic grammar to the language being studied: high frequency verbs, patterns of the language and masculine and feminine forms (where relevant).



MfL Planning at Marus Bridge

Long Term Plans

Each year group provides LTPs which give an overview of the learning/topics which will take place over the course of the year. These are shared with parents on our website.

Medium Term Plans

MTPs are completed by class teachers every half term. The MTP maps out the sequence of objectives to be taught within the MfL topic for that half term. MTPs list the lesson objectives (presented as a WALT to the children) and documents the basic overview of the lessons. Weekly plans, PowerPoints and lesson resources are then saved in the staff Shared Area and audited by the subject and curriculum lead annually.

Scheme of Work

The following topics/scheme of work is followed here at Marus Bridge. All planning for these topics has been developed internally alongside the Primary Languages Network Scheme. Objectives for each topic can be found within the MfL End Point Document.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Listening and joining in	Counting and singing	Celebrations	Rainbows and Easter	Families and Rhymes	Join in with stories
Year 1	Me and You	Autumn Time and Simple language	Animal songs, actions and rhymes	Nouns, actions and nature	All at sea	Exploring stories and song
Year 2	Language Learning powers	Nouns and performance	Revisit and celebrations	Nouns, adjectives and creatures.	Exploring animal kingdoms	Tell me about
Year 3	A new start	Calendar and celebrations	Animals I like and don't like	Carnival and playground games	Breakfast, fruit nouns,	Going on a picnic
Year 4	Welcome to school.	Robot town	Family tree and faces.	Celebrating carnival and body parts.	Feeling unwell. Jungle animals.	Summertime.
Year 5	Counting to 39 Say For my birthday I would like. Toys / Give the price for toys.	Counting in euros and ask how much something costs. Express opinions – I would like/I like/I don't like.	Counting from 39-60. Sleeping Beauty Video (in Spanish) Revision of masculine and feminine rule and introduction of articles in more detail.	Counting from 60 -100. Making children aware of the adjectival endings rule. More classroom instructions and explanation of the imperative.	Sports Expressing opinions – I like ... but I prefer ... Recognizing and using which verbs use Juego (I play) and Hago (I do)	Days of the week Saying which sports, we play on the days of the week.
Year 6	Jungle/ Woodland/ Dessert/Sea animals & their habitats. Practising the adjectival endings rule for adjectives ending in a vowel or consonant.	Describing the animals using adjectives. Making sentences e.g the lion is ferocious and lives in the dessert. Telling the time – O'clock	Describing the weather & temperature. The four seasons. Clothes with revision of adjectival endings. Saying what we wear when the weather is ...?	Revision of numbers 1-100. Understanding telephone numbers.	Ingredients for a sandwich What I find in my lunch box Forming plurals in Spanish I eat and I ate – Introducing p reterite tense.	I like, but I prefer. Write instructions in a recipe. Learn about a Spanish festival – La Tomatina, Valencia, Spain

MfL Assessment at Marus Bridge

In Reception, children are assessed against the Early Learning Goals for 'Understanding the World'. For children in Years 1 - 6, children are summatively assessed in MfL at the end of each academic year on Arbour (our internal assessment system). These assessments are based on children's engagement, retention and articulation of the 'End Point' objectives for their year group. To inform these assessments, class teachers keep a log of children's achievement in each topic in their 'formative assessment' booklets, along with any notes to support their judgements.

The following assessment strategies support teacher observation and data collection:

- Informal quizzes
- Classroom questioning
- Daily Review analysis
- Questionnaires
- Self and peer assessments
- Presentations
- Speaking and listening activities
- Prior learning activities
- Knowledge Review Week activities
- End of unit formative assessments (completed a few weeks after the topic has finished)

At the end of each academic year, each child is assigned one of the following gradings on Arbour:

PKS (Pre-Key Stage)	Children have not been exposed to the full curriculum due to a significant SEND.
HNM (Has Not Met)	Children can't articulate answers to the majority of the questions listed in the End Point document for this subject.
EXS (Expected)	Children can articulate answers to the majority of the questions listed in the End Point document for this subject.
Gifted and Talented	Children show a specific talent for an aspect of the subject.



Resources:

The following resources are available to support the delivery of the MfL curriculum at Marus Bridge:

- Primar Languages Network Membership
- Topic planning resources (Collated in the planning folder)
- Library loan books (based on a specific topic) can be hired from Marsh Green Library free of charge.

Health and Safety

Allergens are considered when taking part in an food tasting type activities

Ensure appropriate risk assessments have taken place when planning external visits (see school policy guidelines).

Safeguarding Considerations

Any external providers must provide evidence in the office of the Enhanced DBS before being left alone with pupils. They must also be reminded of the importance of not using mobile phones within the school.

Inclusion Considerations

The class teacher meets the needs of the most able and SEN by differentiating MfL lessons through levels of support provided and adopting a mastery approach. Children identified as having additional Special Educational Needs may need greater differentiation of materials and tasks consistent with that child's I.E.P. (Individual Education Plan). More able children will be challenged and motivated by greater differentiation of challenge. The class teacher also aims to identify those children who may be gifted in MfL and provide them with appropriate learning opportunities. All children will be given opportunities to participate on equal terms in all MfL activities and due consideration will be given to the principles of inclusion.

As a school, we use our 'SEND Toolkit for the Wider Curriculum' to ensure every child's needs are met in MfL:

Non-Negotiable Adaptions
(should be considered in **EVERY** lesson):

- 1) **Reduce** the amount of knowledge to be learnt (3-4 pieces maximum)
- 2) **Concentrate on the content**, not the task
- 3) Link to **prior-knowledge**
- 4) **Limit admin tasks** (avoid spending too much time on admin which may hinder cognitive load – such as cutting out or writing long WALTs)
- 5) **Model activities** (I do – we do- you do)
- 6) **Consider IEPs/EHCPs** (Ie – consider how a hands-on activity might affect those with sensory needs and adapt appropriately. Consider whether buff printing will be helpful)

Possible Adaptions
(Select where appropriate for each subject/lesson):

<p style="text-align: center;">Visual Aids</p> <p>Provide images to explain vocab/concepts rather than wordy definitions</p>	<p style="text-align: center;">Key Vocabulary Banks</p> <p>Using vocab from the End Points, reduce the number and send some key vocab home, or rehearse in school.</p>	<p style="text-align: center;">Continuous Provision</p> <p>Provide an alternative hands-on activity for the children to access.</p>	<p style="text-align: center;">Pre-Teaching</p> <p>Could a member of staff/a volunteer give some input before the lesson?</p>
<p style="text-align: center;">Mixed Ability Groups/Pairs</p> <p>Try to limit group size to 3 children to ensure that all children are actively involved. Give SEND children a specific role within the group.</p>	<p style="text-align: center;">Print Longer WALTs</p> <p>Depending on individual needs, this may help some SEND children to reduce cognitive load.</p>	<p style="text-align: center;">Adapted Knowledge Organiser</p> <p>Reduce the vocabulary and provide visuals.</p>	<p style="text-align: center;">Differentiated Texts</p> <p>If using texts/books as the source of information, differentiate the text/book. Use online sources for this for workload</p>
<p style="text-align: center;">Provide Additional Adult Support</p>	<p style="text-align: center;">Provide Additional Brain Breaks</p>	<p style="text-align: center;">Simplified Recording Methods</p> <p>Such as a reduced table in science, or a partially completed bar chart</p>	<p style="text-align: center;">Differentiated Research Sources</p>
<p style="text-align: center;">Consider Timings of Interventions</p> <p>Ensure that children do not miss a whole unit/input for intervention.</p>	<p style="text-align: center;">Reduce Distractions</p> <p>(In a lesson such as music, would excess noise prevent children from engaging? Could they complete the lesson in a quieter spot?)</p>	<p style="text-align: center;">Adapt the Apparatus</p> <p>Eg – provide larger equipment in PE etc...</p>	<p style="text-align: center;">Individual Interests</p> <p>Tap into individual interests to help represent information. Eg – a child who loves drawing might make a picture to represent what they've learnt in MfL</p>



Subject Monitoring:

The MfL coordinator will complete one audit within each academic year to assess children's understanding and monitor teaching against the National Curriculum and End Point Objectives. This will focus on sampling children's work/books, child interviews and lesson drop ins/observations.

MfL is audited in the autumn term each year, and an action plan for the following 12-month period is devised in response to the audit.

In the spring and summer terms, the MfL lead will be given time (up to a full day each term if needed) to implement actions to support their action plan targets and provide support when needed. Support will be offered to any year groups who require additional information and guidance. This may be done by: discussing assessment methods; modelling lessons; inviting teaching staff to observe the MfL coordinator; providing training or observing lessons and providing constructive feedback.

Governors are to be provided with an update each term in relation to the subject development. The Governor currently assigned to MfL at Marus Bridge is Mrs Catterall.

A large version of the Rowan Learning Trust logo, showing three stylized human figures in blue, yellow, and red, positioned to the left of the text.

The Rowan Learning Trust

Our logo was carefully chosen to represent the children, young people and adults in our learning community who strive for excellence through high aspiration and high expectation.

