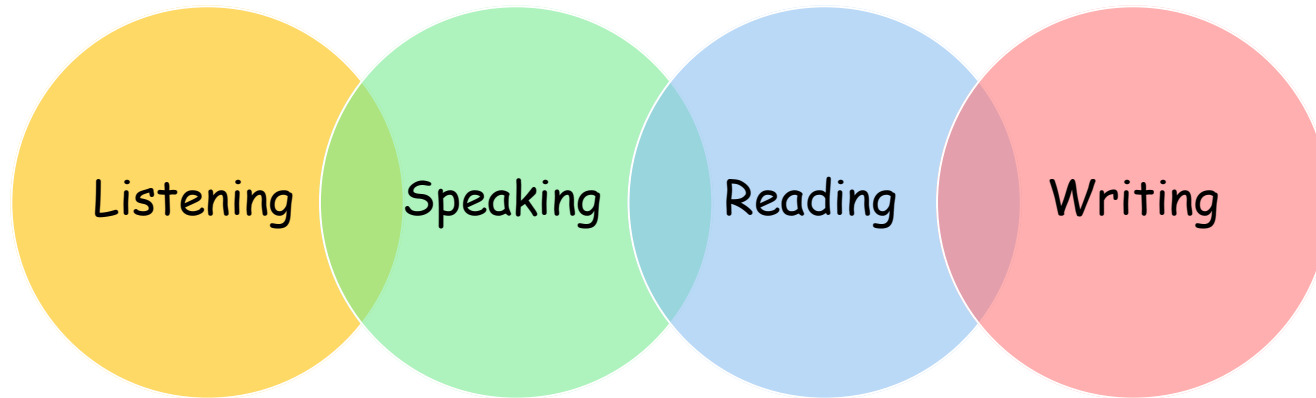


# Angram Bank's Big Bus Curriculum

## Modern Foreign Languages



Phonology

Grammar

Intercultural Understanding



## Modern Foreign Language

Our **intention** focusses on enabling pupils to make substantial progress in learning Spanish. The teaching provides an appropriate balance of spoken and written language . It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. We strive to embed the skills of listening, speaking, reading and writing necessary to enable children to use and apply their learning in a variety of contexts. The MFL curriculum is **implemented** through regularly taught lessons designed to develop children's knowledge, skills and understanding. Children will progressively acquire, use and apply a growing bank of vocabulary organised around topics. The **impact** of our languages curriculum is that it will lay the foundations of further foreign language teaching at key stage 3.

### Design and Planning Non-Negotiables

- National Curriculum subject aims highlighted to show coverage
- Relevant National Curriculum statements are broken down to show progression across year groups
- MFL strands broken down into areas of study
- Teaching sequence with progression statements from the Ensemble Languages Project
- Key vocabulary and **concepts** are identified and taught throughout the teaching sequence



## Angram Bank's Modern Foreign Languages Concepts

Every child will become confident with the key concepts in MFL. Each concept will be further developed in each year group at the appropriate depth. These concepts will be shown in **bold** throughout the document.

Green = new to that year group

Year 3	communication fluency
Year 4	communication fluency pronunciation intonation

Year 5	communication fluency pronunciation intonation spontaneity
Year 6	

## Language - National Curriculum

### **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.

## Key Stage Two

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

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): 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 Overview

Year 2	Year 3	Year 4
<p><b>Focus on knowing what a foreign language is introducing Spanish.</b></p> <ul style="list-style-type: none"> <li>• What is a foreign language?</li> <li>• What/where is Spain?</li> <li>• Numbers 1-10</li> <li>• Greetings</li> </ul>	<p><b>Focus on writing words and speaking in short sentences.</b></p> <ul style="list-style-type: none"> <li>• Classroom instructions (on going throughout)</li> <li>• Register in Spanish (introduce when appropriate)</li> <li>• Numbers 1-20</li> <li>• Saying my name</li> <li>• Saying my age</li> <li>• My family</li> <li>• Phonics</li> <li>• Adjectives to describe family/pets (colours, size etc)</li> <li>• Masculine and feminine</li> <li>• Days of the week</li> </ul>	<p><b>Focus on writing phrases and simple sentences and speaking in sentences.</b></p> <ul style="list-style-type: none"> <li>• Classroom instructions (on going throughout)</li> <li>• Register in Spanish (on going throughout)</li> <li>• Ask for toilet and drink in Spanish (introduce when appropriate)</li> <li>• Numbers 1-30 (on going throughout)</li> <li>• Phrase/sentence structure</li> <li>• Singular and plural</li> <li>• Describing people, feelings and actions (including body parts)</li> <li>• Likes and dislikes</li> <li>• Months of the year</li> </ul>

## MFL Overview

Year 5	Year 6
<p data-bbox="147 395 1075 486"><b>Focus on having short conversations in Spanish and writing in short paragraphs.</b></p> <ul data-bbox="107 571 1108 1173" style="list-style-type: none"><li>• Classroom instructions (on going throughout)</li><li>• Register in Spanish (on going throughout)</li><li>• Ask for toilet and drink in Spanish (on going throughout)</li><li>• Dinner Menu in Spanish (introduce when appropriate)</li><li>• Numbers 1-50 (on going throughout)</li><li>• Ordering food</li><li>• Travel and transport</li><li>• Present and future tense</li><li>• Reading short texts</li></ul>	<p data-bbox="1249 395 2011 486"><b>Focus on reading texts in Spanish, having conversations and writing in paragraphs.</b></p> <ul data-bbox="1126 571 2101 1476" style="list-style-type: none"><li>• Classroom instructions (on going throughout)</li><li>• Register in Spanish (on going throughout)</li><li>• Ask for toilet and drink in Spanish (on going throughout)</li><li>• Dinner Menu in Spanish (on going throughout)</li><li>• Numbers 1-100 (on going throughout)</li><li>• First person pronouns and verb forms</li><li>• Congregating verbs</li><li>• Present and future tense</li><li>• Read short texts with expression</li><li>• Understand the main points from more complicated texts</li><li>• Work out meanings of new words in texts</li><li>• Write at length for different purposes</li><li>• Hold conversations</li></ul>

## Year 2

### Foundations of Language

Listening	Speaking	Reading	Writing
<ul style="list-style-type: none"><li>• Listen attentively to spoken language</li><li>• Show understanding by joining in</li></ul>	<ul style="list-style-type: none"><li>• Repeat simple words and phrases</li></ul>		

**Focus on knowing what a foreign language is introducing Spanish.**

- What is a foreign language?
  - What/where is Spain?
    - Numbers 1-10
    - Greetings



## Year 3

Listening	Speaking	Reading	Writing
<ul style="list-style-type: none"> <li>• listen attentively to spoken language</li> <li>• listen to songs and rhymes</li> <li>• show understanding by responding</li> <li>• show understanding by joining in</li> <li>• appreciate songs, poems and rhymes in the language</li> </ul>	<ul style="list-style-type: none"> <li>• <u>ask and answer a wider range of question</u></li> <li>• speak using a wider range of sentences, using familiar vocabulary, phrases</li> <li>• present short piece of information</li> <li>• describe people, places, things and actions</li> <li>• communicate simple ideas, facts and feelings</li> </ul>	<ul style="list-style-type: none"> <li>• read carefully and show understanding of familiar words</li> <li>• read carefully and show understanding of familiar phrases</li> <li>• read carefully and show understanding of simple sentences</li> <li>• find out the meaning of new words through using a dictionary</li> <li>• understand ideas, facts and feelings</li> </ul>	<ul style="list-style-type: none"> <li>• write words and phrases from memory</li> <li>• express ideas in writing through adapting, phrases and sentences</li> </ul>
<p><b>Phonology</b></p> <ul style="list-style-type: none"> <li>• explore the patterns and sounds of language and link the spelling, sound and meaning of words</li> </ul>			
<p><b>Grammar - Use basic language structures</b></p> <ul style="list-style-type: none"> <li>• understand basic grammar appropriate to the language being studied</li> </ul>			
<p><b>Intercultural understanding</b></p> <ul style="list-style-type: none"> <li>• foster pupils' curiosity and deepen their understanding of the world</li> <li>• learn new ways of thinking and read great literature in the original language</li> <li>• understand and respond to spoken and written language from a variety of authentic sources</li> <li>• discover and develop an appreciation of a range of writing in the language studied</li> </ul>			

## Year 4

Listening	Speaking	Reading	Writing
<ul style="list-style-type: none"> <li>• listen attentively to spoken language</li> <li>• listen to songs and rhymes</li> <li>• show understanding by responding</li> <li>• show understanding by joining in</li> <li>• appreciate songs, poems and rhymes in the language</li> <li>• appreciate stories in the language</li> </ul>	<ul style="list-style-type: none"> <li>• ask and answer a wider range of question</li> <li>• speak using a wider range of sentences, using familiar vocabulary, phrases</li> <li>• present short piece of information</li> <li>• describe people, places, things and actions</li> <li>• communicate simple ideas, facts and feelings</li> </ul>	<ul style="list-style-type: none"> <li>• read carefully and show understanding of familiar words</li> <li>• read carefully and show understanding of familiar phrases</li> <li>• read carefully and show understanding of simple sentences</li> <li>• find out the meaning of new words through using a dictionary</li> <li>• understand ideas, facts and feelings</li> </ul>	<ul style="list-style-type: none"> <li>• write words and phrases from memory</li> <li>• express ideas in writing through adapting, phrases and sentences</li> <li>• describe people, places, things and actions</li> <li>• communicate simple ideas, facts and feelings</li> </ul>
<p><b>Phonology</b></p> <ul style="list-style-type: none"> <li>• explore the patterns and sounds of language and link the spelling, sound and meaning of words</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> </ul>			
<p><b>Grammar - Use basic language structures</b></p> <ul style="list-style-type: none"> <li>• understand key features and patterns of the language</li> <li>• understand basic grammar appropriate to the language being studied</li> </ul>			
<p><b>Intercultural understanding</b></p> <ul style="list-style-type: none"> <li>• foster pupils' curiosity and deepen their understanding of the world</li> <li>• learn new ways of thinking and read great literature in the original language</li> <li>• understand and respond to spoken and written language from a variety of authentic sources</li> <li>• discover and develop an appreciation of a range of writing in the language studied</li> </ul>			

## Year 5

Listening	Speaking	Reading	Writing
<ul style="list-style-type: none"> <li>• listen attentively to spoken language</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• appreciate songs, poems and rhymes in the language</li> <li>• understand ideas, facts and feelings</li> </ul>	<ul style="list-style-type: none"> <li>• engage in conversations</li> <li>• Understand and express simple opinions</li> <li>• seek clarification and help</li> <li>• present ideas and information to a range of audiences</li> <li>• communicate for practical purposes</li> <li>• speak with increasing confidence, fluency and spontaneity</li> <li>• communicate ideas, facts and feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Read and appreciate a variety of simple texts including poems, rhymes and stories</li> <li>• broaden vocabulary through reading</li> <li>• find out the meaning of new words through using a dictionary</li> <li>• understand ideas, facts and feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple sentences and short texts using a model and a dictionary to check spelling</li> <li>• adapt words and phrases to create new sentences</li> <li>• describe people, places, things and actions</li> <li>• communicate for practical purposes</li> <li>• communicate ideas, facts and feelings</li> </ul>
<p><b>Phonology</b></p> <ul style="list-style-type: none"> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> </ul>			
<p><b>Grammar - Use basic language structures</b></p> <ul style="list-style-type: none"> <li>• know how to apply the basic grammar they have learnt, for instance, to build sentences</li> <li>• understand (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs</li> </ul>			
<p><b>Intercultural understanding</b></p> <ul style="list-style-type: none"> <li>• foster pupils' curiosity and deepen their understanding of the world</li> <li>• learn new ways of thinking and read great literature in the original language</li> <li>• understand and respond to spoken and written language from a variety of authentic sources</li> <li>• discover and develop an appreciation of a range of writing in the language studied</li> </ul>			

## Year 6

Listening	Speaking	Reading	Writing
<ul style="list-style-type: none"> <li>• listen attentively to spoken language</li> <li>• understand the main points and simple opinions in spoken sources</li> <li>• understand longer and more complex phrases or sentences</li> </ul>	<ul style="list-style-type: none"> <li>• engage in conversations</li> <li>• express opinions</li> <li>• respond to the opinions of others</li> <li>• seek clarification and help</li> <li>• communicate for practical purposes</li> <li>• speak with increasing confidence, fluency and spontaneity</li> </ul>	<ul style="list-style-type: none"> <li>• read and understand the main points and some detail from a short written passage</li> <li>• read aloud with expression</li> <li>• broaden vocabulary through reading</li> <li>• develop the ability to understand new words that are introduced in familiar written material</li> </ul>	<ul style="list-style-type: none"> <li>• write sentences and construct short texts using a model and from memory, using knowledge of words, text and structure</li> <li>• express ideas in writing through substituting words</li> <li>• express ideas in writing through adapting, phrases and sentences</li> <li>• write at varying length, for different purposes</li> <li>• write at varying length, for different audiences</li> </ul>
<p><b>Phonology</b></p> <ul style="list-style-type: none"> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• understand and communicate using knowledge of phonology</li> </ul>			
<p><b>Grammar - Use basic language structures</b></p> <ul style="list-style-type: none"> <li>• know how these patterns and grammar differ from or are similar to English</li> </ul>			
<p><b>Intercultural understanding</b></p> <ul style="list-style-type: none"> <li>• foster pupils' curiosity and deepen their understanding of the world</li> <li>• learn new ways of thinking and read great literature in the original language</li> <li>• understand and respond to spoken and written language from a variety of authentic sources</li> <li>• discover and develop an appreciation of a range of writing in the language studied</li> </ul>			