



MFL Intent and Coverage LTP

Purpose of Study [from National 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.



Whitecote Curriculum Intent Statement:

Children at Whitecote will become curious about languages and use it confidently in conversation. By learning about languages, children will develop an interest in different cultures and countries. They will explore the historical context of language and its geographic distribution.

Aims [from National Curriculum]:

- 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.

Language Acquisition Key Skills

Language Acquisition Key Skills are the necessary skills that children will use to become language learners.

These skills should be woven throughout the curriculum in order to help children learn and retain the curriculum-relevant knowledge.

- **Communicate** in an exchange of increasingly complex dialogue
- **Repeat** using phonetic knowledge to improve **pronunciation**
- Continually tune into the language through repetitive **listening**
- **Read** increasingly challenging texts related to ability
- **Connect** new vocabulary to vocabulary that is already known and across languages
- Develop strategies to **internalise** new learning, including **writing**



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Subject Core Concepts	Suggested Cognitive Strategies
<p>The core concepts, taken from the aims of the curriculum, will be used to inform suggested sequences of learning and focus the learners on the principle aims of effective subject-specific understanding:</p> <ul style="list-style-type: none"> • Linguistic Competence • Phonetic Awareness and Intonation • Aural Tuning • Language Manipulation • Creativity • Diversity and Intercultural Understanding • Geographical and historical understanding 	<p>The Whitecote cognitive strategies are suggested strategies that might be used across the subject's curriculum to allow them to internalise and retain knowledge. These will be modelled during CPD:</p> <ul style="list-style-type: none"> • Rote Repetition [Repeat, Repeat, Repeat] • Connect language to other languages through word etymology, looking for recognisable word parts • Make songs or rhymes and create own • Dual code words and pictures

	National Curriculum	Whitecote Way [School Context]
Key Stage 1	Not Applicable at Key Stage 1.	<p>In addition, Whitecote pupils will be taught:</p> <ul style="list-style-type: none"> • Basic Rote Counting to 10 in Y1, and then 20 in Y2 • Basic Greetings • The Spanish alphabet <p>These will be taught as part of the children's daily routines and not as explicit lessons.</p>
Key Stage 2	<p>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.</p> <p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding 	<p>In addition, Whitecote pupils will be taught:</p> <ul style="list-style-type: none"> • about the geographical and historical context of Spanish as a language, and of other languages encountered through different subjects



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National Curriculum	Whitecote Way [School Context]
<ul style="list-style-type: none"> • 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. <p>The starred (*) content above will not be applicable to ancient languages.</p>	

Topic Coverage per Year Group			
Year Group	Autumn	Spring	Summer
1*	N/A	Spanish – Basic Greetings (Register Time)	Spanish – <i>Counting to 10</i>
2*	N/A	Spanish – Pleasantries' (<i>How are you?</i>)	Spanish – <i>Counting to 20, Basic Greetings</i>
3	Spanish <ul style="list-style-type: none"> • Numbers (1-20, & 100 in 10s) • Greetings • Instructions • Spanish Alphabet 	Spanish <ul style="list-style-type: none"> • Names • Age • Colours 	Spanish <ul style="list-style-type: none"> • Colours 2 (Selecting Lunch Colours AM) • Food • Days of the Week / Months of Year Greek – <i>Counting to 10, Alphabet</i>



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Topic Coverage per Year Group			
Year Group	Autumn	Spring	Summer
4	<p>Spanish</p> <ul style="list-style-type: none"> Colours, Body and Face Parts Christmas Song – Jingle Bells <p>Italian – Counting to 10, Alphabet, Basic Greetings</p>	<p>Spanish</p> <ul style="list-style-type: none"> Pets Zoo Animals Family Members 	<p>Spanish</p> <ul style="list-style-type: none"> Hobbies Months (Recap) Clothing Weather
5	<p>Spanish</p> <ul style="list-style-type: none"> High Street <p>French – Counting to 10, Alphabet, Basic Greetings</p>	<p>Spanish</p> <ul style="list-style-type: none"> Sports and Hobbies 	<p>Spanish</p> <ul style="list-style-type: none"> Weather
6	<p>Spanish</p> <ul style="list-style-type: none"> Classroom Routines Food Spanish Songs 	<p>Spanish</p> <ul style="list-style-type: none"> Conversations 	<p>Spanish</p> <ul style="list-style-type: none"> Transport Weather Travel (Holidays) Letter Writing and Presenting

Sequence of Learning		
#	Phase	Explanation
1	Process:	Plan how we will continue to learn and embed the intended dialogue. Determine what review points will take place and how we will monitor our success. Consider what skills we need to be able to learn new languages.
2	Aural Tuning and Predicting:	Hear the language, sound, word or phrase being used. Identify any known words or phrases. Predict what the dialogue is about.
3	Repeating and Responding:	Hear and repeat the word or phrase with intonation regularly, taking part and responding in conversation and exchange of dialogue by rote.



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Sequence of Learning		
#	Phase	Explanation
4	Reading and Identifying:	See examples of the dialogue written down as part of a text or dual coded. Predict how new vocabulary is spoken using knowledge of phonetic awareness.
5	Writing:	Write down the learnt dialogue, words and phrases to support internalisation. Use through context where appropriate, i.e., letter writing.
6	Memorisation:	Build mnemonics and practice additional memorisation techniques to support embedding of learnt vocabulary, structure and syntax.
7	Language Connecting:	Identify commonalities between root words with the same language through listening, reading and writing. Connect to words in other languages.
8	Testing	Take part in low stakes testing to further embed learning and provide formative assessment information.

Useful Websites

- <https://www.bbc.co.uk/bitesize/subjects/zhyb4wx>
- <https://www.thespanishexperiment.com/stories>
- <https://www.123teachme.com/>
- <https://www.duolingo.com/learn>