

Ashbourne Primary School's Modern Foreign Languages Scheme Of Work with skills and knowledge progression

Intent:

Modern Foreign Languages at Ashbourne Primary School lays the foundations for a lifelong love of language learning. Through learning Spanish, pupils develop curiosity, confidence and an understanding of the wider world and its people, while gaining valuable communication skills that support future learning.

Our curriculum is built upon our Golden Threads of Language and Literacy, Resilience and Regulation, and Belonging and Becoming, which underpin all teaching, learning and relationships across our school and ensure pupils develop secure knowledge alongside confidence, aspiration and readiness for life beyond school.

Our PRAISE aims bring these expectations to life in daily practice by teaching pupils to take pride in their work, show respect for all, act with kindness, become independent achievers, stay resilient and demonstrate excellent behaviour. These shared expectations shape how pupils approach learning, relationships and challenges, helping them develop confidence, responsibility and positive attitudes that support success across the curriculum and beyond.

Through learning Spanish, pupils develop curiosity about different cultures and communities and deepen their understanding of diversity. Lessons delivered by a Spanish speaker provide authentic linguistic and cultural experiences, helping pupils hear accurate pronunciation and engage with language in meaningful contexts.

Over their time at Ashbourne Primary School, pupils develop increasing confidence, fluency and spontaneity in speaking Spanish. MFL is taught in Key Stage 2 from Year 3 to Year 6, with a carefully planned and sequenced curriculum delivered over a four-year cycle. Pupils begin by learning basic vocabulary linked to specific topics. They then build on this knowledge to use phrases and sentences, culminating in Year 6 when pupils construct short paragraphs using their accumulated knowledge.

This approach reflects our understanding that learning is secured when knowledge is stored in long-term memory, which requires time, practice and revisiting. Planning the curriculum in this way allows pupils to establish secure foundations before advancing and applying language skills across a range of contexts.

High expectations for all pupils are central to our curriculum. Teaching is adapted to remove barriers and ensure that every learner can access, participate in and succeed.

By the time pupils leave our school, they are equipped with the knowledge, skills and confidence to continue learning successfully at the next stage of their education and beyond.

National Curriculum Aims

The national curriculum for MFL 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

KS2 Content

| Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|--|--------------------------|
| Greetings Numbers Colours Time | Family Clothing Food/Drink Asking and answering questions | Traditions/Customs Weather Hobbies and Interests Jobs | Holidays All About Me |

Modern Foreign Languages skills and knowledge progression from Y3-Y6

| Year Group | Greetings | Numbers | Colours | Time | KEY VOCABULARY |
|------------|-----------|---------|---------|------|----------------|
|------------|-----------|---------|---------|------|----------------|

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|-------------------------------|--|---|--|--|---|
| LWKS2 Year 3 | I can read some simple greetings (hello, goodbye, good morning etc.) I can write some simple greetings I can say some simple greetings aloud I understand where Spanish is spoken across the world | I can read numbers to 10 I can write numbers to 10 I can say numbers to 10 aloud I can apply numbers to say how many things there are | I can read the names of the colours I can write the names of the colours I can say the names of the colours I can say the colour of different objects. | I can read and write the days of the week. I can read and write the months of the year. I can say the days of the week aloud. I can say the months of the year aloud. I can form a simple sentence to say what day it is today | hola buenos días buenas tardes buenas noches adiós uno dos tres verde azul rojo día semana año |
| | My family and their ages | Clothing | Food and Drink | Asking and answering questions | KEY VOCABULARY |
| LWKS2 Year 4 | I can read and write the members of a family I can say the members of a family I can form a simple sentence to say who is in my family | I can read and write different items of clothing I can say the names of different items of clothing I can form a simple sentence to say what I am wearing I can say the colours of different items of clothing | I can read and write different items of food and drink I can say the names of different items of food and drink I can say what I like to eat and drink I can use 'y' to list some different items of food and drink | I can read and write some simple questions I can write and say answers to simple questions I can have a short conversation asking and answering questions I understand where Spanish is spoken across the world | familia hermano hermana padre madre ropa llevar llevo lleva comida bebidas |
| | Traditions and Customs | The Weather | Hobbies and Interests | Jobs | KEY VOCABULARY |
| UPKS2 Year 5 | I can read, write and say the names of some Spanish festivals and traditions I can compare how festivals are celebrated in Spain to the UK I can compare traditions and customs between Spanish speaking countries | I can read, write and say different forms of weather I can ask and answer questions about the weather I can write and present a weather forecast for the week | I can read, write and say the names of common hobbies and interests I can say what hobbies I like and dislike I can begin to say what other people like too (he/she verb conjugation) | I can read, write and say the names of different jobs I can say what jobs my family do (he/she verb conjugation) I can say what job I want to do in the future (future tense) | culture traditions customs español el tiempo lluvia viento me gusta no me gusta trabajos |
| | Holidays | | All About Me | | KEY VOCABULARY |
| UPKS2 Year 6 | I can read, write and say key vocabulary for holidays I can ask and answer questions related to holidays (past tense) I can say what the weather was like on holiday (past tense) I can write and say a short paragraph about a holiday | | I can plan a short presentation about myself and my life I can write a paragraph to read aloud I can make a presentation about my life | | vacaciones el tiempo Soy Me llamo Tengo Me gusta |

Impact:

We assess the impact of our curriculum by checking that our children know more and remember more. Teachers ensure pupils regularly revisit prior learning over time. This ensures learning is embedded into pupils' long-term memory. Teachers and leaders monitor the impact of the curriculum through:

- Key questioning
- Observations within lessons
- Outcomes from tasks/topics
- Flashback Friday
- Flashback 4
- Lesson quizzes
- Pupil voice
- Learning walks
- Curriculum monitoring
- Data analysis