



At Dorchester our vision is that through learning another language children will be given the valuable opportunity to develop positive attitudes to and respect for languages and cultures other than their own. We aim to foster pupils' curiosity and deepen their understanding of both the world around them and their own language. Our children will be able to acquire and develop language skills, using what they have learned in a range of contexts with increasing competence and confidence.

MFL Curriculum

We have re-designed the MFL curriculum at Dorchester to be delivered in a block in the summer term across KS2. Children develop their oracy and literacy skills, their knowledge of language, an intercultural understanding as well as language learning strategies throughout KS2. The curriculum is developmental and progressive with each year groups' planning building on the speaking and listening, reading and writing skills of the previous years. Links are made with our secondary school partner to allow children to visit the language library and lay the foundations for further language learning in KS3.

In Lower KS2 Children will—

Oracy: Listen and respond to simple rhymes, stories and songs; recognise and respond to sound patterns and words; perform simple communicative tasks using single words, phrases and short sentences; listen attentively and understand instructions, everyday classroom language and praise words; memorise and present a short spoken text; listen for specific words and phrases; listen for sounds, rhyme and rhythm, ask and answer questions on several topics

Literacy: recognise some familiar words in written form; make links between some phonemes, rhymes and spellings, and read aloud familiar words; experiment with the writing of simple words; read and understand a range of familiar written phrases; follow a short familiar text, listening and reading at the same time; read some familiar words and phrases aloud and pronounce them accurately; write simple words and phrases using a model and some words from memory

Knowledge about Language: identify specific sounds, phonemes and words; recognise commonly used rhyming sounds; imitate pronunciation of sounds; hear main word classes; recognise question forms and negatives; recognise how sounds are represented in written form; notice the spelling of familiar words; recognise that languages describe familiar things differently; recognise that many languages are spoken in the UK and across the world; recognise conventions of politeness; reinforce and extend recognition of word classes and understand their function; recognise and apply simple agreements, singular and plural; use question forms; recognise that texts in different languages will often have the same conventions of style or layout; apply phonic knowledge of the language to support reading and writing; identify a different writing system

Intercultural Understanding: Learn about different languages spoken by children in school; locate country/countries where the language is spoken; identify social conventions at home and in other cultures; make direct or indirect contact with the country/countries where the language is spoken; learn about festivals and celebrations in different cultures; know about some aspects of everyday life and compare them to their own; compare traditional stories; learn about ways of travelling to the country/countries

Language Learning Strategies: Discuss language learning and share ideas and experiences; use actions and rhymes and play games to aid memorisation; remember rhyming words; ask for repetition and clarification; use the context of what they see/read and previous knowledge to determine some of the meaning and pronunciation; practise new language with a friend and outside the classroom; look at the face of the person speaking and listen attentively; use gestures to show they understand; recognise words which the teacher mouths silently; write new words, compare the language with English; read and memorise words; sort words into categories; apply knowledge of letters and simple grammatical knowledge to experiment with writing; use a dictionary to look up spellings

In Upper KS2 Children will—

Oracy: Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts; understand and express simple opinions; listen attentively and understand more complex phrases and sentences; prepare a short presentation on a familiar topic; understand the main points and simple opinions in a spoken story, song or passage; perform to an audience; understand longer and more complex phrases or sentences; use spoken language confidently to initiate and sustain conversations and tell stories

Literacy: re-read frequently a variety of short texts; make simple sentences and short texts; write words phrases and short sentences using a reference; read and understand the main points and some detail from a short written passage; identify different text types and read short, authentic texts for enjoyment or information; match sound to sentences and paragraphs; write sentences on a range of topics using a model

Knowledge about language: recognise patterns in simple sentences; manipulate language by changing an element in a sentence; apply knowledge of rules, words, text and structure when building simple spoken and written passages; develop accuracy in pronunciation and intonation; understand and use negatives; notice and match agreements; appreciate that different languages use different writing conventions; recognise the typical conventions of word order in the foreign language; understand that words will not always have a direct equivalent in the language; notice different text types and deal with authentic texts; devise questions for authentic use

Intercultural Understanding: look at further aspects of their everyday lives from the perspective of someone from another country; recognise similarities and differences between places; compare symbols, objects or products which represent their own culture with those of another country; compare attitudes towards aspects of everyday life; recognise and understand some differences between people; present information about an aspect of culture

Language and Learning Strategies: plan and prepare - analyse what needs to be done to carry out a task; integrate new languages into previously learnt language; apply grammatical knowledge to make sentences; use actions and rhymes to aid memorisation; ask for repetition and clarification; use context and previous knowledge to help understanding; practise new language with a friend and outside the classroom; look and listen for visual and aural clues including tone of voice, key words; use a dictionary or a word list; pronounce/read aloud unknown words; discuss language learning and reflect and share ideas and experiences; make predictions based on existing knowledge; evaluate their work; compare and reflect on techniques used for memorising language

Support -

- All pupils in KS2 have opportunities to learn Spanish taking into consideration their own starting points with work tailored to meet the needs of all learners.
- All children are given work suitable for their needs which does not limit them from gaining a broad range of Spanish knowledge & skills.
- All pupils are given access to wider enrichment experiences that support their learning in Spanish

Sequence—unit

- **Immersion**— students are engaged in a new topic, activate prior knowledge, share key unit objectives (knowledge & skills to be addressed) through mind mapping, KWL grids, trips or wider experiences
- **Content delivery**- age related subject specific knowledge, skills & vocabulary taught in discrete subject lessons during the block unit.
- **Reflect**- at the end of unit children & teachers reflect on learning to inform future lessons

Lesson Sequence -

- Starter- orientate, retrieve, revisit & review prior learning
- **Vocabulary**-introduce & review subject specific vocabulary
- **Oracy Task** -stimulus given to allow for pupil observation, exploration & discussion
- **Guided practice**-direct teaching & modelling of knowledge &/or skills
- **Independent/Collaborative work**—practice key skill or application of knowledge
- **Reflect**— oral reflection on learning which has taken place