

Approach to Teaching MFL – Spanish

Planning/Assessment to reflect the NC 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.*

Lessons are topic based and follow the order of the Rachel Hawkes scheme. Other websites such as the Oak Academy can supplement lesson resources and auditory materials.

Each year group should have a **class character** to bring a purpose to writing tasks and to encourage research into the Spanish speaking country where they live.

Basic **classroom routine instructions** should be given in Spanish and should also be displayed in classes.

An initial short **Target Language Example Text** (approx. 3 or 4 new sentences plus prior learning) will provide an overall picture of the expected outcome for the half term and should be on display with related language. The target language example text is **linked directly to the R Hawkes session outlines**.

Each lesson will have a generative **key target sentence structure** to learn to **read/pronounce and speak**, taken from the Target Text. The sentence will be revisited each week in the **Round Robin Retrieval** starter.

A **phonics pronunciation chart** should also be on display and should be practised weekly (ideally with gestures) following the Round Robin - empowering children to 'sound' Spanish. Links to R Hawkes for phonics videos and activities are embedded in the long-term plan.

At least 5 **new vocabulary words** should be introduced which can be used to amend the basic target sentence structure and children can then practise orally, e.g. 'Me gusta fresas. Me gusta manzanos.'

Implementing the Rachel Hawkes session resources, **listening to authentic sources** speaking key words and phrases, learning **rhymes, songs**, simple stories and **exploring the customs** of the area where the class character is from should be incorporated into lessons where possible. Oral **performance** of key songs and short stories should be worked towards.

Lessons should remain varied and active with live conversation scenarios/role play and movement to engage speaking and listening with different peers using Mix-Pair-Share/Kagan structures. Try to ensure exercises which develop working memory.

By week 5, children should have unpicked all the Target Text and should be given a similar written **text to translate linked to a familiar character** to make learning more relevant and real (Y3 Pedro from Madrid, Y4 Isabel from Mexico, Y5 Joaquin from Bolivia and Y6 Marta from Barcelona).

In week 6, children should be asked to **write a similar written text** using all the target sentence structures. They can then also be asked to translate other children's written pieces for extension.

Examples of targeted sentences, vocabulary and children's completed written texts should be included in the **floor book to show the journey of learning**.

Significant days/traditions specific to Spanish culture are to be explored and celebrated in lessons or collectively when appropriate.

Visits/speakers/specialists online or in person should be incorporated where available.

Children should become aware of how language acquisition enriches lives/helps with future careers.

All children will have their own **Spanish jotter/vocabulary book** to store what they need to remember.

Units normally last over 6 sessions and should follow the steps below.

1. Introductory lesson - presenting the overall Targeted Language Text.

Phonic pronunciation warm up.

Follow associated R Hawkes session presentation activities.

Share text for half term and ask pupils to briefly pick out any known language. Promote a curiosity for determining word meaning rather than how sentences have been formed.

Teach the first sentence structure modelling correct pronunciation.

Introduce vocabulary within the context.

Ask children to practise manipulating structure with alternative vocabulary (pupils to listen and speak to each other/authentic source where possible).

2. Building new sentence structures and completing associated activities.

Phonic pronunciation warm up.

Round Robin revisiting learning from previous session.

Follow R Hawkes associated session presentation activities linked to the target text.

Teach next sentence structure modelling correct pronunciation.

Introduce new vocabulary to apply. Ask children to practise manipulating structure with alternative vocabulary using an active approach (pupils to listen and speak to each other/authentic source where possible).

Ensure activities promote ability to store information in memory.

Encourage higher attainers to extend sentences.

Ensure variation where possible. rhyme/song/story..

3. Building new sentence structures and completing associated activities.

(as above)

4. Building new sentence structures and completing associated activities.

(as above)

5. Translate short written text linked to a familiar character.

Phonic pronunciation warm up. Round Robin.

Follow R Hawkes associated session presentation activities.

Model how to approach reading and interpreting shared reading text. Translate initial text.

Pupils know more and remember more if they can relate to real world characters –letter writing, emailing over time to the same character as this is a believable reason for communicating and creates a sense of narrative interest.

6. Compose short written text using model from previous 5 weeks. Give real purpose for writing – email to...

Exemplary pieces of work should be included to use as WAGGOLLS in future years.

We know they truly know it when they can hear it when it is spoken, say it accurately, read it when it is written and write it down.

To show the journey of learning, there needs to be a floor book for reference which includes:

- Class character.
- Sample initial Targeted Language Text.
- Examples of amended sentences, phrases and vocabulary taught across the unit in floorbook.
- Example of translated piece of work from lesson 5.
- Written text examples from lesson 6.
- Store any ipad live work on the shared drive.