Curriculum Rationale – MFL

MFL at Holy Name Catholic Primary School

At Holy Name, Spanish is taught as part of our commitment to providing a broad, balanced and ambitious curriculum that prepares pupils to become confident, curious and culturally aware global citizens. We recognise that children in primary school are naturally receptive language learners and that early exposure to a foreign language supports cognitive development, communication skills and future language learning.
Our Spanish curriculum is delivered in line with the Kapow Primary Spanish scheme of work, which is fully aligned with the National Curriculum for Languages and informed by the Ofsted Research Review: Languages. The scheme is carefully sequenced and progressive, enabling pupils to build secure foundations in language learning and to revisit and deepen their knowledge over time.
Through Spanish, we aim to widen pupils' horizons, nurturing an understanding of other cultures and traditions while developing resilience, confidence and oracy. We want our children to leave primary school with a positive attitude towards language learning and the skills needed to continue their studies successfully at secondary level.

Curriculum Intent

The intent of our Spanish curriculum, based on Kapow Primary, is to:

- Foster a love of language learning and spark curiosity about Spanish-speaking countries and cultures.
- Develop pupils' confidence to communicate in Spanish for practical and purposeful reasons.
- Build secure foundations in the three core knowledge strands of language learning:
  - Phonics
  - Vocabulary
  - Grammar
- Enable pupils to understand how language works, recognising patterns and making links between languages.

- Develop competence across the four key skill areas:
  - Listening
  - Speaking
  - Reading
  - Writing
- Support all pupils to meet, and where possible exceed, the National Curriculum end of Key Stage 2 attainment targets for Languages.

Kapow's Spanish scheme is designed as a spiral curriculum, meaning that key language structures, vocabulary and phonics are revisited regularly with increasing complexity, ensuring long-term retention and progression.

Curriculum Implementation

Spanish is taught weekly across Key Stage 2 in timetabled lessons that ensure consistent exposure to spoken and written language. Where appropriate, introductory language experiences may be provided earlier to support transition into KS2.
Teaching is underpinned by the Kapow Primary scheme, which provides:

- Clearly sequenced units mapped against National Curriculum coverage.
- High-quality lesson plans, resources and assessment guidance.
- Strong teacher subject knowledge support, including pronunciation and phonics guidance.
- Meaningful cultural links embedded within each unit.

Lessons are designed to prioritise oracy, particularly in the early stages, before gradually extending into reading and writing tasks as pupils' confidence develops. A range of teaching approaches is used, including:

- Songs, games and choral repetition
- Role-play and paired/group speaking activities
- Language detective work to explore patterns and grammar
- Retrieval practices and regular revisiting of prior learning

Pupils use their growing phonics, vocabulary and grammar knowledge to access both language comprehension (listening and reading) and language production (speaking and writing) in authentic and engaging contexts.

Cultural Impact

The impact of our Spanish curriculum is that pupils:

- Become confident and willing speakers of Spanish who are unafraid to make mistakes.
- Demonstrate secure understanding of key vocabulary, phonics and grammatical structures.
- Can listen to, understand and respond appropriately in spoken Spanish.
- Are able to read and write simple sentences and short texts with increasing accuracy.
- Show curiosity and respect for other cultures and ways of life.

Assessment is primarily formative and ongoing, allowing teachers to identify misconceptions and adapt teaching accordingly. Kapow's assessment milestones and progression documents ensure that learning builds year on year and that pupils are well prepared for the transition to secondary language learning.

Ultimately, our children leave Holy Name with a strong foundation in Spanish, a positive attitude towards languages and the confidence to continue their language learning journey beyond primary school.

Languages Programmes of Study: Key Stages 1 and 2

National Curriculum in England

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.

Attainment Target

- By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject Content – Key Stage 2 : Foreign Language

Pupils should be taught to

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.

Curriculum Rationale - MFL (Spanish)

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.