



All Saints Church of England Primary School
Wigston Magna

Subject Leadership



2023-24

Joanne Symm

Modern Foreign Language (MFL)



Contents

Intent	Vision and aims	3
	The Programme of Study for Languages	4
	Coverage	5
	Foundation Stage Year 1	6
	Year 2	7
	KS2 Learning Journey Cultural Links & Yearly Overview	8-12
	Teaching Spanish Phonics	13-14
Implementation	Depth, breadth, balance and inclusion	15-16
	Provision and purpose	16-17
	School closures	17
Photo gallery	Our Spanish Classroom	18
	La Caf��ter��a	19
	Navidad	20
	Fallas	21
	��Qu�� tiempo hace?	22



Intent



Vision and Aims: *'Being multilingual has only ever been an advantage'.*

At All Saints Church of England School, we know that language forms an integral part of our identity and cultural heritage which should be celebrated. We believe that exposure to different languages from an early age develops an appreciation of other cultures, unlocks new worlds and opportunities to increase social capital. At our school we aim to provide a high-quality language education that celebrates, engages, inspires and challenges pupils, equipping them with the knowledge and skills to explore different cultures through their native languages.

At All Saints, in conjunction with the aims of the National Curriculum, our MFL teaching offers opportunities for children to develop key skills, promote enjoyment of learning languages and embed the purpose and importance of the subject.

We celebrate all languages that are spoken within our school community and our MFL of choice is Spanish. Our curriculum aims to ensure that pupils:

- **Know** where Spanish is spoken across the world.
- **Understand** the way that the Spanish language is structured, favouring a phonics first approach.
- **Are able to** listen to and speak with increasing confidence, fluency and spontaneity whilst continually improving the accuracy of their pronunciation and intonation.
- **Are able to** read and write at varying length, for different purposes, using the variety of grammatical structures.
- **Know** and **Understand** cultural traditions, religious celebrations, significant historical events and achievements of Spanish speaking countries. Including those from the world of sport, art & design, music, film, politics, literature and architecture.
- Are prepared for KS3 and have the confidence **to be able to** apply skills to other MFLs.



The Programme of Study for Languages

By the end of their time at All Saints Primary school, our pupils should be able to;

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. Understand basic grammar including; feminine and masculine; 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.

These 12 statements form the basis of all planning, monitoring and assessment.



Coverage



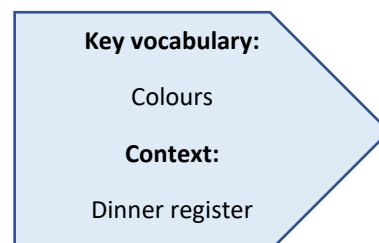
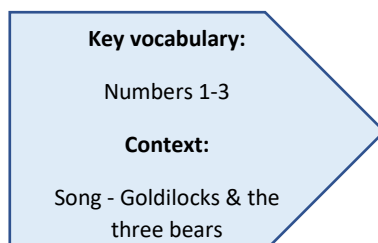
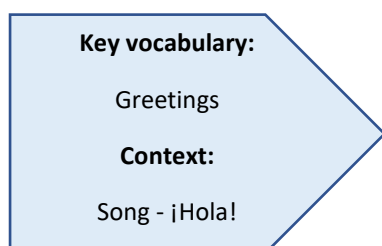
As part of our commitment to exposing children to additional languages at the earliest possible opportunity, our MFL curriculum begins in the summer term in the Foundation Stage class. Pupils are introduced to the sound and rhythm of Spanish through songs, stories and short phrases which they can incorporate into their daily routine. As they move into KS1, our children continue to access new learning through familiar stories and begin to experience the written word. They are encouraged to join in with repeated texts and start to write short phrases independently. As a result of this early exposure, our pupils cover most of the essential skills from the first 6 units of the KS2 curriculum by the end of year 2. This allows us to consolidate skills in year 3 whilst focussing on our tailor made Systematic Synthetic phonics programme and maximising progress. As they move through KS2, our pupils continue to receive an ambitious curriculum which builds up a comprehensive knowledge of phonology, grammatical structures and vocabulary whilst cleverly weaving in deep levels of cultural appreciation. As children enter the summer term of year 6, we also provide a series of French lessons which gives our pupils a taster of a second MFL before transitioning into KS3.

In addition to learning new language skills, our Spanish curriculum enables our children to travel through space and time, collecting historical stories and meeting cultural icons from Spanish speaking countries across the globe. From exploring Moorish tile designs, to the fascinating architecture of Gaudi, distinct artistic style of Picasso, flamboyant Flamenco dances and true-life accounts from survivors of the Franco regime, our pupils are challenged to deepen their knowledge across the curriculum whilst promoting the respectfulness of our Christian Ethos and the confidence to walk through life.

After each unit (half termly), teachers assess children's learning and pupils are asked to comment on how confident they feel about what they have learnt. Children are also assessed against National Curriculum Attainment Targets three times per year and an annual survey is carried out to collect the pupil, parent, staff and governor voice. These assessments/data form part of our continual plan-do-review cycle and commitment to providing the highest quality MFL teaching and learning possible.

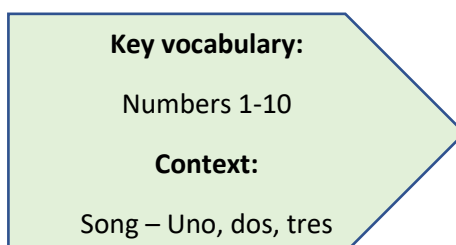
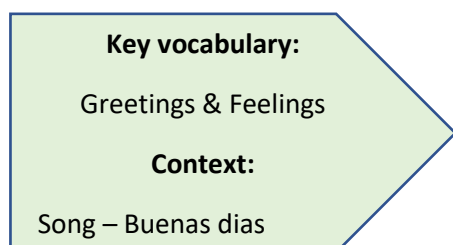


Foundation stage: Summer Term

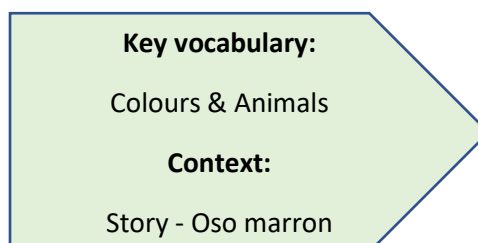
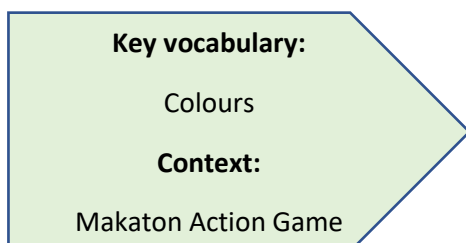


Year 1:

Autumn Term



Spring Term



Ongoing:

In year 1, children receive a weekly Spanish lesson from the MFL subject lead then, once the children have been introduced to new words/phrases, it is expected that these will become part of their ongoing daily routine. For example;

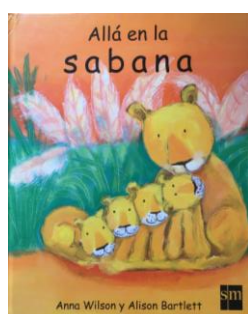
- Answer the register in Spanish
- Give their dinner colour choice in Spanish
- Say whether they feel 'bien' muy bien' or 'mal' when asked.
- Counting up to 10 in everyday contexts.
- Naming colours – using the Makaton Action and Spanish word.

Year 2:

Weekly Spanish lessons begin in Year 2 and focus upon introducing skills from the earliest KS2 units. These skills are presented through familiar story books, songs and rhymes and provide opportunities for children to get a head start on learning new vocabulary and some grammatical structures.

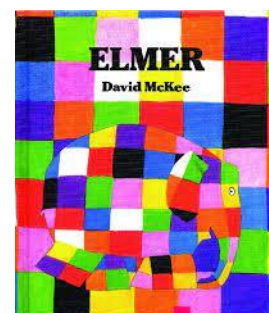


Context	Key vocabulary	Grammar
Los tres cerditos (The three little pigs)	<ul style="list-style-type: none"> Greetings Names ¿Qué tal? Feelings ¿Cuántos? 	Llamarse 1,2 (Verb to be called) Punctuation - ¿
El muñequito de jenigibre (The Gingerbread man)	<ul style="list-style-type: none"> Los animales de la granja ¿Cuántos? Numbers 1-10 ¿Chico o chica? 	Singular/plural/masculine/feminine Ser 1,2 (Verb to be)
Elmer	<ul style="list-style-type: none"> Los colores (colours) Los animales de la selva ¿De qué color es? Mi color favorito es.. 	Singular/plural/masculine/feminine Ser 1,2, 3 (Verb to be) Punctuation - ¡
Allá en la sabana (Over in the grasslands)	<ul style="list-style-type: none"> Los animales de la sabana ¿Cuántos hay? Numbers 10-20 	Hay (verb there are) Singular/plural/masculine/feminine
La sorpresa de Nandi (Handa's Surprise)	<ul style="list-style-type: none"> La comida Los animales de la selva ¿Qué tienes? En mi cesta tengo... 2 opinions – me gusta y no me gusta 	Gustarse 1,2 (Verb – to like) Tener 1,2 (Verb – to have) Adjectives – follow the noun
Donde viven los monstruos (Where the wild things are)	<ul style="list-style-type: none"> La hora Los días de la semana Feelings 	Vivir 1, 2 (verb to live) Using capital letters Estar 1, 2, 3 (Verb to be)



Ongoing:

- Hola! ¿Cómo te llamas? - Greetings and saying your name.
- ¿Qué tal? – How are you? Feelings
- Vamos a contar – counting to 20

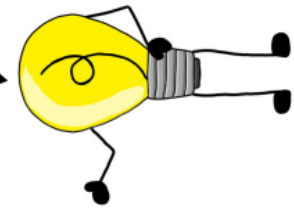


KS2 Learning Journey

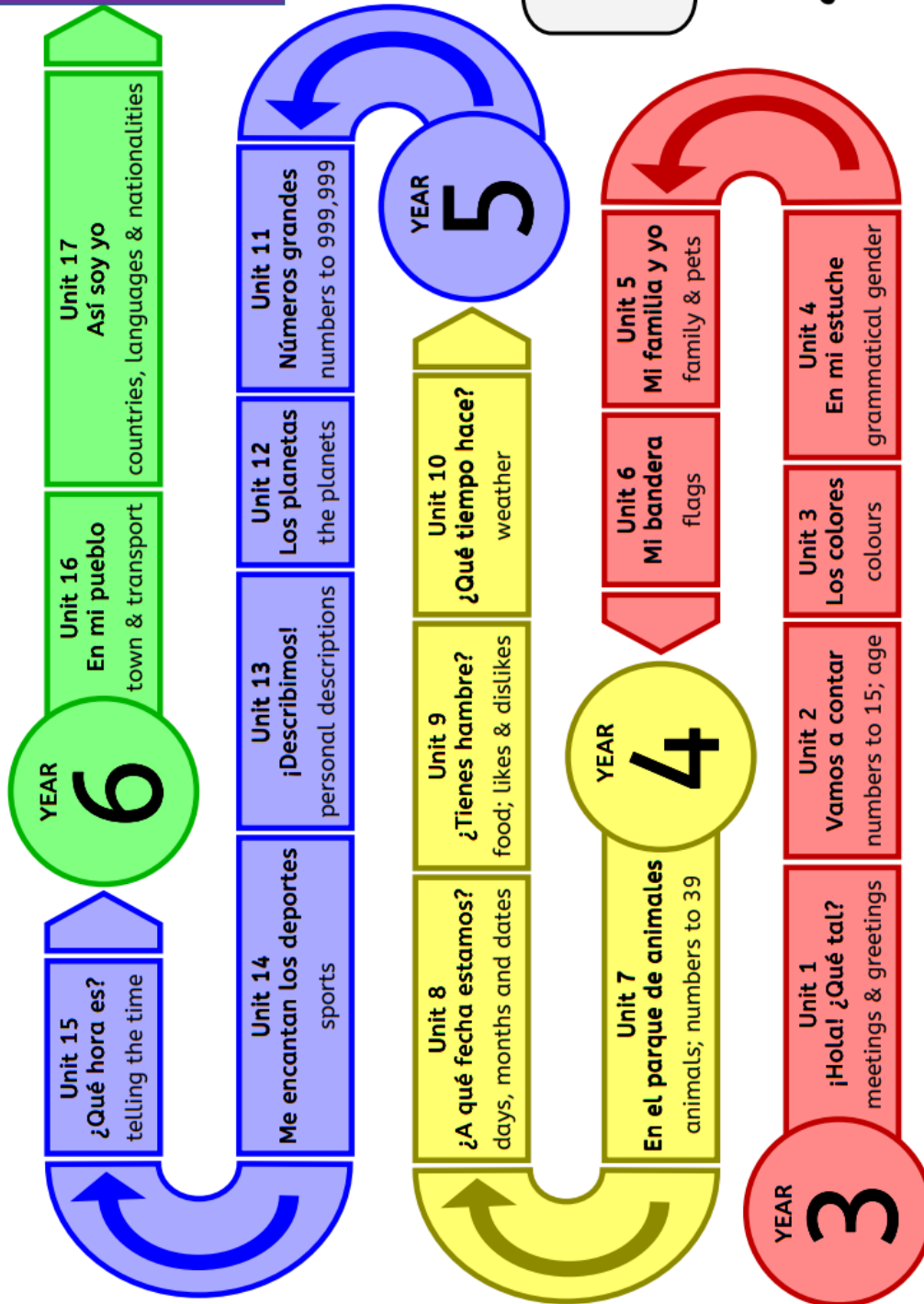
Summer Term - French

Units 1-2
Salut! Ça va? On va compter.
French
Units 3 & 5 Les couleurs.
Ma famille et moi.

our
Spanish
learning
journey



© I Inkt Bluh 1 annuées 2004 CS https://www.inktbluh.com/en/uk



KS2 Yearly overview

NO.	YEAR	TITLE	CONTEXT	GRAMMAR	VOCABULARY
1A	Y3	¡Hola! ¿Qué tal?	greetings and saying your name	• llamarse 1, 2	• greetings • names
1B	Y3		saying how you feel		• ¿qué tal? • 4 answers to the question
2A	Y3	Vamos a contar	numbers to 15, survey, maths	• tener 1, 2, 3	• numbers 0-15 • más/menos • ¿Qué número tienes?
2B	Y3		saying your age	• tener 1, 2	• numbers 1-15 • ¿Cuántos años tienes?
3	Y3	Los colores	using ser to say what colour something is	• ser 1, 2, 3	• 12 colours • ¿De qué color es?
4	Y3	En mi estuche	gender of singular nouns using school equipment	• ver 1, 2 • gender of singular nouns • singular indefinite articles	• 6 x school equipment • sí/no
5A	Y3	Mi familia y yo	members of the family, their names and ages	• llamarse 1, 3 • tener 1, 3 • possessive adjective <i>mi</i> • notion of gender	• members of the family • numbers 1-15 • ¿Cómo se llama? • ¿Cuántos años tiene?
5B	Y3		pets, their names and ages	• llamarse 3, 6 • tener 3, 6 • possessive adjective <i>mi</i> • notion of gender • plurals of nouns • use of <i>no</i> to make verb negative	• 9 x pet words • numbers 1-15 • ¿Cómo se llama(n)? • ¿Cuántos años tiene(n)?
6	Y3	Mi bandera	describing the colours and shapes on flags	• ser 3 • tener 3 • use of conjunction <i>y</i> • possessive adjective <i>mi</i> • plurals of nouns • adjectival agreement (fem. sing.)	• 6 colours • 5 shapes • numbers 1-15 • bandera
7A	Y4	En el parque de animales	numbers 1-39	• tener 1, 2, 3 • use of conjunction <i>y</i> • plurals of nouns	• numbers 1-39 • el número
7B	Y4		numbers of wild animals	• hay • notion of gender	• 16 animals • numbers 1-39
8A	Y4	¿A qué fecha estamos?	months and birthdays	• possessive adjectives <i>mi, tu, su</i> • hay • ser 3 • use of conjunction <i>y</i>	• 12 months • numbers 1-31 • cumpleaños • ¿Cuándo es tu cumpleaños?
8B	Y4		days of the week and dates	• plurals of nouns • ser 3 • use of conjunction <i>y</i> • tener 1, 2, 3	• 7 days • 12 months • numbers 1-31
9A	Y4	¿Tienes hambre?	opinions of singular foods	• expressions with tener (hambre/sed) • querer 1, 2, 3 + infinitive • notion of gender • opinions (singular) • conjunctions <i>y</i> and <i>pero</i> • definite articles (singular)	• 15 foods/drinks • 7 days • hambre/sed • 4 opinions • comer / beber • ¿te gusta?

KS2 Yearly overview

9B	Y4	opinions of plural foods	<ul style="list-style-type: none"> tener 1, 2, 3 expressions with tener (hambre/ sed) querer 1, 2, 3 + infinitive notion of gender definite articles el / la /los/las opinions of singular and plural foods conjunctions y, pero, sin embargo 	<ul style="list-style-type: none"> 14 singular foods/drinks 14 plural foods/drinks Hambre/sed 4 opinions ¿te gustan?
10	Y4	¿Qué tiempo hace? weather, compass points and towns	<ul style="list-style-type: none"> tener 1 expressions with tener (calor/frío) hacer 3 hay estar 3 definite articles opinions notion of gender notion of number 	<ul style="list-style-type: none"> 10 weather nouns 10 weather phrases compass points names of towns and cities ¿Qué tiempo hace?
11	Y5	Números grandes	<ul style="list-style-type: none"> plural forms of nouns 	<ul style="list-style-type: none"> numbers to 1000 Euros / céntimos
12	Y5	Los planetas	<ul style="list-style-type: none"> ser 3 indefinite article un adjectival position using intensifiers muy / bastante conjunction y 	<ul style="list-style-type: none"> 8 or 9 planets 8 adjectives plus 11 colours cerca/lejos planeta / sol / luna numbers to 1000
13A	Y5	Personal description	<ul style="list-style-type: none"> ser 1, 2, 3 adjectival position adjectival agreement (fem. sing.) intensifiers conjunctions making verbs negative with no 	<ul style="list-style-type: none"> chico/chica 7 adjectives
13B	Y5	describing parts of the head and face	<ul style="list-style-type: none"> tener 1, 2, 3 adjectival agreement adjectival position plural of nouns definite articles notion of gender 	<ul style="list-style-type: none"> 7 part of head and face Numbers 1-15 12 colours 3 hair colours
13C	Y5	describing the bodies of strange animals	<ul style="list-style-type: none"> tener 3 definite articles indefinite articles genitive form using de 	<ul style="list-style-type: none"> 30 animals 17 parts of the body
14	Y5	Me encantan los deportes talking about sports you do and opinions of them	<ul style="list-style-type: none"> lugar 1, 2, 3 hacer 1, 2, 3 ser 3 definite articles contraction al 1st and 3rd person opinions (singular and plural) conjunction porque + es +adjective range of conjunctions making verbs negative with no / no...lápoco 	<ul style="list-style-type: none"> 27 sports 6 adjectives / adjectival phrases 6 opinions ¿te gusta?
15	Y5	¿Qué hora es? telling the time	<ul style="list-style-type: none"> ser 3, 6 	<ul style="list-style-type: none"> numbers 1-12 cuarto/media y/menos mediodía/medianoche

KS2 Yearly overview

					¿Qué hora es?
16A	Y6	En mi pueblo	describing a town and saying what is there	<ul style="list-style-type: none">hay / no hayser 3adjectival agreementadjectival positionintensifiersdefinite articlesindefinite articlesmaking verbs negative with <i>no</i>range of conjunctionsinfinitivesse puedehay / no haymaking verbs negative with <i>no</i>indefinite articlesir 1-6en / a + transporta + el contraction	<ul style="list-style-type: none">19 places in town16 adjectivespueblo / ciudad
16B	Y6		saying what you can do in a town	<ul style="list-style-type: none">ser 1-6hablar 1-6tener 1-6vivir 1-6opinionsinfinitivesadjectival agreementrange of conjunctionsuse of conjunction <i>porque</i> + <i>es</i> + adjectiveuse of <i>no</i> to make verbs negative	<ul style="list-style-type: none">19 places in town14 infinitivespueblo / ciudad
16C	Y6		transports and the verb to go		<ul style="list-style-type: none">19 places in town10 transports
17	Y6	Así soy yo	talking about countries, languages and nationality		<ul style="list-style-type: none">15 countries15 adjectives15 languages6 opinions6 infinitives
18A	-	Yo soy músico	giving opinions of genres of music	<ul style="list-style-type: none">adjectival agreementadjectival positionopinionsuse of conjunction <i>porque</i> + <i>es</i> + adjectivetocar 1-6other AR verbsdefinite articles	<ul style="list-style-type: none">8 genres of music21 adjectives5 opinionsmúsica
18B	-		saying what instrument you play		<ul style="list-style-type: none">27 instruments
NO.	YEAR	TITLE	CONTEXT	GRAMMAR	VOCABULARY

Additional Cultural links & Special events

Year 3 & Footsteps (1)	Year 4 & Footsteps (2)
<p>Unit 1:</p> <ul style="list-style-type: none"> Spanish speaking countries All Saints community languages Popular Spanish names <p>Unit 2:</p> <ul style="list-style-type: none"> Birthday traditions & Song. Navidad <p>Unit 3:</p> <ul style="list-style-type: none"> Spanish artists – Picasso/Gaudi. Art exhibition – community event. <p>Unit 6:</p> <ul style="list-style-type: none"> Revisit Spanish speaking countries. 	<p>Unit 8:</p> <ul style="list-style-type: none"> Fiestas – compare & contrast. Navidad <p>Unit 9:</p> <ul style="list-style-type: none"> Traditional food & drink. Spanish café – community event. <p>Unit 10:</p> <ul style="list-style-type: none"> Major cities – Spanish Provinces Weather Forecasts. <p>Unit 11:</p> <ul style="list-style-type: none"> Euros – shopping.
Year 5	Year 6
<p>Unit 12:</p> <ul style="list-style-type: none"> Spanish contributions to space. Navidad <p>Unit 13:</p> <ul style="list-style-type: none"> Penpals <p>Unit 14:</p> <ul style="list-style-type: none"> Spanish sporting heroes. <p>(Parents evening stand – share work)</p>	<p>Unit 16:</p> <ul style="list-style-type: none"> Comparative study – Wigston & Pucol. <p>Unit 17:</p> <ul style="list-style-type: none"> Spanish Historical figures. Navidad <p>Unit 18:</p> <ul style="list-style-type: none"> Year 6 musical performance.

Spanish phonics teaching at All Saints primary

Rationale:

In its simplest form, language is a series of sounds with accompanying letter strings. By teaching these connections and revealing 'the code' of the language, you give learners the ability to be independent communicators. In the MFL Programme of Study for Key Stage 2, it clearly states that;

'Teaching should enable pupils to understand and communicate ... using their knowledge of phonology, develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases, explore the patterns and sounds of language and link spelling, sounds and the meaning of words.'

Approach:

At All Saints, we know that teaching children to decode (read) using a systematic phonics or phonics first approach works. Using our knowledge and experience of teaching children to read and spell using Read, Write, Ink (RWI), we have designed a systematic phonics scheme for teaching our pupils to decode words in Spanish. In order to ensure that our pupils develop a secure understanding of phonics in English first, we begin our Spanish phonics teaching when children enter year 3.

Progression of skills:

We show the children that in Spanish, just like English, all words are made up of sounds and that sometimes more than one letter makes a sound which we call a 'Special friend'. In Spanish there are 27 letters and 39 sounds. These have been divided into 3 sets. The children start with the sounds that are represented by exactly the same grapheme as in English (set 1) before moving onto simple (set 2) and finally complex (set 3) sounds unique to the Spanish language.

Each session the children move through the same activities that they are already used to;

- Speed sounds – previously taught sounds.
- Teach new sounds – using My turn your turn (MTYT).
- Teacher uses Fred talk to oral say words containing the new sound – children blend together.
- Whole words – Fred talk words containing new sound/s using dots and dashes. Blend the word and repeat using MTYT. All words in Spanish are phonetical so there are no red words.
- Fred in your head – practice previously taught words. Hold card to chest and push forward to read.
- Speedy words (key words) – previously taught words that have been identified as reoccurring words throughout the units of work and would be beneficial for children to read by sight.
- We do not use alien words, as almost all new words will be alien words to the children.
- Chilli challenge – Children move through the words and challenge themselves to read words containing 1, 2, 3 & 4 syllables.
- Spelling – words containing the new sound. Say the word. Count how many sounds on fingers. Pinch your sounds and then write the word. Mark the word straight away by ticking each sound and underlining special friends. Also practice key words.

Set 1: All sounds that are the same in English.

a, o, b, ca/co/cu, d, f, ga/go/gu, k, l, m, n, o, p, r, s, t, w, x, y, ch, or, ar.

Set 2: e, i, ll, u, z, j, ñ, v, rr, h.

Set 3: cua/cue/cui, ce, ci, ge, gi, gue, que, qui,

After set 3, children are introduced to the unique concepts of strong vowels, weak vowels, final syllable stress, penultimate syllable stress & antepenultimate syllable stress.

Assessment:

Weekly

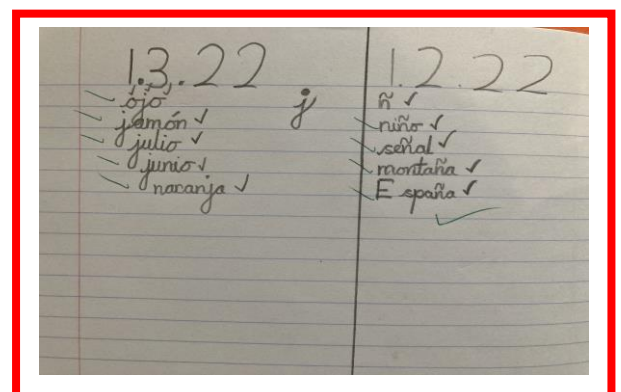
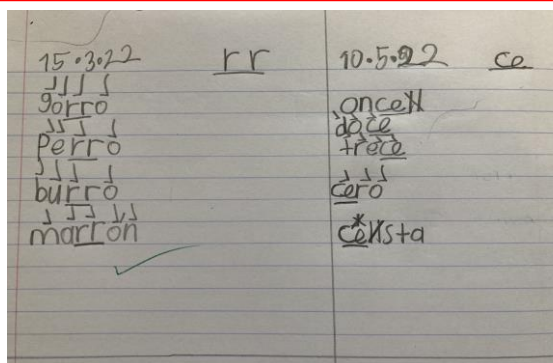
- Scanning pupils to check that they recognise sounds and use them to decode words correctly.
- Words are spelt correctly during the spelling session.

Termly

- Children are asked to read a list of predetermined words which become increasingly more complex. Beginning with simple words containing sounds from set 1, moving through set 2 and set 3 until they can read multisyllabic words containing all 39 taught sounds. This termly assessment, provides concrete assessment data and informs planning for the following term.

Application:

Once children have completed the individual sounds programme (usually by the end of year3), they move on to weekly reading challenges which progress from; reading and spelling individual words and phrases, to simple sentences and short paragraphs, depending on ability.



Implementation

Depth

After the informal introduction to Spanish in EYFS/KS1, the first year of our language programme in KS2 is delivered as a phonics first approach. Children quickly learn how to read and spell Spanish words, understanding the unique phonetical patterns. Grammatical rules and key vocabulary are introduced and consolidated over the four-year topic cycle, enabling children to read for meaning and build their own sentences for speaking and writing. Children are explicitly taught about the structure of language and the idiosyncrasies of Spanish in comparison to English. They also learn about culture, traditions and the Spanish speaking world which is intertwined within the teaching sequence.

As subject leader, I meet half termly with the Leicestershire language hub, ensuring my practice is up to date and innovative. Other members of staff, that are required to deliver Spanish lessons, have the opportunity to observe me and teach alongside me on a regular basis, ensuring their own subject knowledge and confidence is maintained. Planning is closely linked to the National Curriculum programme of study and designed to ensure children not only meet the end of KS2 targets but feel confident to proceed to KS3.

Breadth

Individual and sequences of lessons are planned to ensure that there are equal opportunities to practise listening, speaking, reading and writing skills. Whilst unit specific vocabulary is introduced half termly, key phonic, grammar and language specific structure skills are revisited frequently throughout the four year topic cycle to ensure basic knowledge is secure.

Our lessons are multisensory and Spanish is delivered in a variety of ways;

- Whole class games
- Role play – particularly re-enacting traditional festivals
- Listening to conversations between Native speakers (video clips)
- Discussing Spanish texts, including poems.
- Handling artefacts & tasting food
- Songs and rhymes.
- Links with Spanish speaking schools.

Through our curriculum we aim to introduce children to the possibilities and power of language as a tool to unite people across the globe.

Balance

Although our language of choice is Spanish, our MFL curriculum celebrates all languages and encourages children to think beyond their own immediate life experiences. Through learning and celebrating languages, our children get to see the wider world and experience what it feels like to be a part of it. They develop empathy for peers who are new to speaking English and it helps us all to understand what it feels like to find communicating challenging.

Learning a new language presents a totally unique challenge and enables children to learn many transferrable skills. In particular, it encourages children to think about their existing knowledge of English. Encouraging them to think about vocabulary, phonics and grammar as they compare and contrast the two languages. It also compliments our RE and PHSE curriculum, as we learn about traditional Spanish cultures and promote respect for other ways of life. In addition, our MFL curriculum offers elements of geography as we study the vast array of Spanish speaking countries across the globe and what life is like to live in them. Throughout our four-year programme of study, we regularly introduce famous Spanish speaking people who have influenced our society from the world of Art, literature, science, sport, politics, music and TV which provides historical knowledge whilst inspiring our pupils to achieve.

Inclusion

Every pupil at All Saints Primary receives MFL lessons. Teaching material is delivered in a variety of ways to meet the needs of all pupils and the cumulative nature of our curriculum ensures that no child is disadvantaged.

For example;

- Children with SEND, including those attending footsteps receive lessons which match their learning styles.
- Late entrants may have less exposure to topic specific vocabulary but key skills are revisited in every unit to ensure all children succeed.
- Assessment is tailored to children's strengths to ensure less confident children are not singled out to talk in front of others which can be daunting.

Provision

In order to ensure that our MFL provision continues to be of the highest possible quality, the subject leader is committed to continually developing, monitoring, evaluating and improving provision. This is done through:

- Annual pupil and parent voice surveys.
- Half termly attendance at the Association for Language Learning Leicester Primary Hub to receive up to date information about the latest initiatives, research and resources available to provide outstanding practice.
- Visits to other MFL leads to observe and share good practice.
- Keeping up to date with new initiatives and attending training courses.
- Observing children and analysing assessment/performance data trends.
- Annual action plan which is matched to the outcomes of all of the above and tailored to the needs of our children.

Purpose

Our MFL curriculum provides meaningful and purposeful learning through a wide range of experiences;

- Whole Class Spanish stars of the week, celebrated on Dojo.
- Individual KS2 Spanish star of the week awarded in Friday's celebration assembly.
- Governor/SLT/MFL lead visits to observe lessons, look at floor books, talk to pupils etc
- Parent events – Spanish café, art exhibition, Musical performance, parent's evening workshops.
- Spanish prayer of the day and hymn in assembly.
- Learn and perform songs/poems to audience.
- Opportunities to write to and meet with Spanish speaking children from across the globe.
- Links with Spanish school in Murcia.
- Meet ups with other schools in Leicestershire hub.
- Transition work with KS3 teachers.

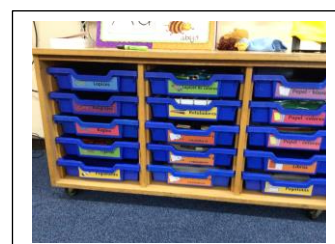
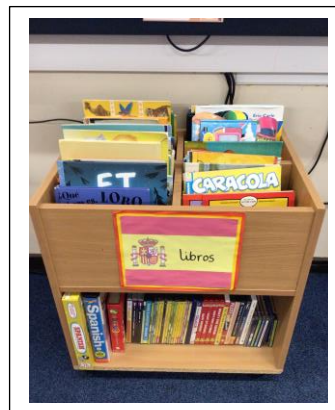
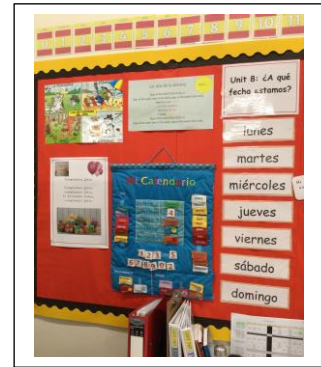
We incorporate spiritual, moral, social and cultural development through;

- Learning and acceptance of other cultures.
- Learning and participating in religious, cultural and spiritual traditions.
- Socialising with children from other schools within the county at shared MFL events and across the globe through Teams.
- Building social capital and the motivation to travel and try new things.

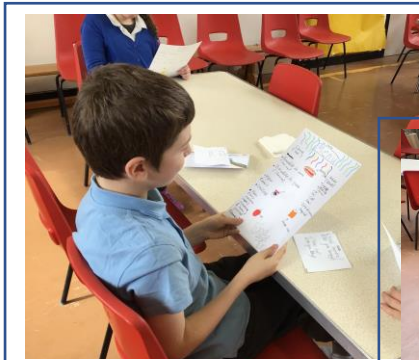
School closures

During lockdown and partial school closures, all pupils continued to receive weekly Spanish lessons via video. Each lesson was taught live to the children in school and pre-recorded for those working from home. Children received the same input and were required to complete the same activities, using family members for talking tasks wherever possible. Pupils and parents were able to communicate with MFL teachers via Dojo and extra support was provided where necessary.

Our Spanish classroom



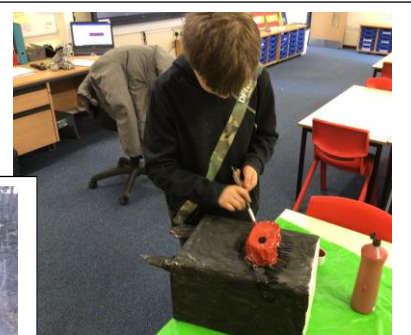
Our Spanish café



Navidad



Fallas



¿Qué tiempo hace?

