



# Modern Foreign Languages - Spanish

Curriculum design and rationale



*Achieving our dreams together*



## The Intent of Modern Foreign Languages, Spanish

At Abbey Hill, we teach **Spanish** as our Modern Foreign Language (MFL).

We ensure that our pupils understand our place in a multicultural society and show curiosity about our world. We provide opportunities for children to communicate with each other to apply their knowledge in a purposeful way. We develop a foundation for further language acquisition at Key Stage 3.

## The Design of our Curriculum

As a school, we follow 'La Jolie Ronde' scheme of learning. La Jolie Ronde has been in place at Abbey Hill for over 10 years on recommendation of both Nottinghamshire and Nottingham City MFL Network. Curriculum Evaluation, including pupil voice, has continued to confirm that this is the right choice for our Abbeyhillians.

The La Jolie Ronde Spanish Scheme of Learning is designed to fully support the KS2 Languages Programme of Study outlined in the National Curriculum. It offers a structured and progressive approach to language learning, ensuring pupils develop key language skills alongside a growing cultural awareness.

The scheme supports the delivery of high-quality language teaching through the following:

- ✓ **Listening and Speaking:** children regularly listen to a Spanish-speaking teacher who confidently speaks the language and join in with songs, rhymes, stories, and conversations. This builds accurate pronunciation, intonation, and understanding of spoken Spanish.
- ✓ **Speaking with Increasing Confidence:** pupils are encouraged to ask and answer questions, express opinions, and engage in role-play, helping them communicate with increasing fluency and confidence.
- ✓ **Reading and Understanding:** children read simple Spanish texts and match words to pictures, helping them develop reading strategies and vocabulary recognition.
- ✓ **Writing in Spanish:** the scheme introduces early writing tasks such as labelling, gap-fills, and sentence writing, progressing to short paragraphs using familiar vocabulary and grammatical structures.
- ✓ **Grammar and Language Patterns:** core grammatical concepts—like gender, verb forms, and sentence structure—are taught in context and revisited regularly to build a solid foundation.
- ✓ **Broaden Cultural Understanding:** La Jolie Ronde incorporates cultural elements by exploring Spanish festivals and traditions, helping pupils develop an appreciation of different ways of life. We also hold a Spanish Day each year which celebrates Spanish culture.
- ✓ **Progressive Language Development:** the curriculum design ensures that knowledge is built up systematically and revisited over time, enabling pupils to make sustained progress in all four skills: listening, speaking, reading, and writing.

## Teaching and Learning in MFL

At Abbey Hill, the La Jolie Ronde Spanish scheme is taught across Key Stage 2, typically by our Spanish-speaking teacher. Pupils receive weekly 45-minute lessons and produce a range of outcomes—written in workbooks, spoken aloud, or presented creatively.

Teaching and learning in MFL is interactive and engaging, with opportunities for hands-on learning and independent use of resources. Pupils work collaboratively, build resilience and develop key language skills in speaking, listening, reading, and writing. Lessons are tailored to each stage of learning, encouraging confident expression and accurate pronunciation.



Cultural understanding is embedded throughout, helping pupils appreciate the importance of language learning. Regular opportunities to consolidate knowledge ensure meaningful progress and have been embedded into daily routines across KS2, including responding to the register in Spanish and completing daily activities e.g those linked to the weather and date.

## Features of effective teaching in MFL

The following features are considered good practice in the teaching and learning of MFL at Abbey Hill. **Not every feature is expected in every lesson.** Teachers use professional judgement to determine the most effective manner to deliver the curriculum to support engagement, retention and achievement in all lessons.

Pupils are immersed in the language, demonstrating use and application of correct grammar.

Opportunities for appropriate speaking, listening, reading and writing are accurate for stage of learning.

Opportunities for a hands-on approach to learning, using a range of resources which demonstrate independence.

Opportunities to work collaboratively.

Pupils are able to use language to express what they want to say, appropriate to their stage of learning.

Pupils speak confidently, with good pronunciation and intonation, appropriate to their stage of learning.

Teaching brings language and culture alive, with strong awareness from pupils of its importance.

There are opportunities to consolidate learning in daily practice.

Tasks allow for development of specific language skills.

Pupils know the value of learning languages.



## Progression of our MFL curriculum

The MFL learning progression at Abbey Hill Primary and Nursery School outlines the clear and structured development of language skills across Key Stage 2. It supports the delivery of the La Jolie Ronde Spanish scheme and ensures a consistent, progressive approach to teaching and learning in listening, speaking, reading, and writing.

The progression is carefully sequenced to provide regular opportunities for pupils to build upon prior knowledge and make meaningful links with previous learning. It also highlights the development of intercultural understanding and the purposeful use of Spanish in real-life contexts.

This framework enables pupils to develop increasing confidence, accuracy, and cultural awareness throughout their MFL journey.

	Y3	Y4	Y5	Y6
<b>Listening</b>	<ul style="list-style-type: none"> <li>Listen to familiar spoken words and phrases</li> <li>Listen to others using simple words, phrases and short sentences in the Spanish accent</li> </ul>	<ul style="list-style-type: none"> <li>Listen for specific phonemes, words and phrases</li> <li>Listen to and identify words and short phrases</li> <li>Listen to learn new words and short phrases</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively and understand more complex phrases and sentences</li> <li>Identify some of the main points from short spoken passages and/or conversation</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and understand the main points and some details from a short spoken passage</li> <li>Listen and understand longer and more complex phrases e.g. descriptions, information, instruction.</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>Respond and repeat familiar spoken words and phrases using the Spanish accent</li> <li>Communicate with others using simple words, phrases and short sentences</li> <li>Explore the patterns and sounds of language to help develop accurate with pronunciation and intonation</li> </ul>	<ul style="list-style-type: none"> <li>Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</li> <li>Communicate with others using simple words, phrases and short sentences</li> </ul>	<ul style="list-style-type: none"> <li>Take part in short conversations using familiar structures and vocabulary</li> <li>Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud</li> <li>Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</li> <li>Communicate by asking a wider range of questions</li> <li>Understand and express simple opinions</li> </ul>	<ul style="list-style-type: none"> <li>Use spoken language to initiate and sustain simple conversations on familiar topics and to describe Join in a short conversation</li> <li>Tell stories from own experience</li> <li>Understand the main points and simple opinions in spoken sources e.g. story, song or passage</li> <li>Use spoken language confidently</li> <li>Present to an audience e.g. role-play, presentation, performance</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>Recognise and understand some familiar words and phrases in written form</li> <li>Read aloud some familiar sounds, phonemes and word</li> </ul>	<ul style="list-style-type: none"> <li>Read and understand some familiar words and phrases and pronounce them accurately</li> <li>Read a wider range of words, phrases and sentences aloud</li> <li>Follow text while listening and reading at the same time</li> <li>Apply phonic knowledge to support reading new words, phrases and sentences aloud with increasingly accurate pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>Read and understand some of the main points from a short text</li> <li>Read different genres of writing</li> <li>Recognise how cognates can help to understand new language</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud from a text with good expression</li> <li>Read and understand the main points and some detail from a short written passage</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Write some familiar simple words using a model and some from memory</li> <li>Know how to find words in a bi-lingual dictionary</li> <li>Understand that nouns can be masculine and feminine</li> <li>Understand word order of adjectives</li> <li>Understand how to form the negative</li> </ul>	<ul style="list-style-type: none"> <li>Write a short text using a model</li> <li>Write a few simple sentences from memory</li> <li>Apply phonic knowledge to support writing</li> <li>Be able to form simple sentences using the appropriate gender, adjective noun placement and persons</li> <li>Recognise when a sentence is negative</li> </ul>	<ul style="list-style-type: none"> <li>Write simple sentences and short texts using a model</li> <li>Know how to write a letter</li> <li>Know how to make a sentence negative</li> <li>Know that adjectives agree with the noun</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that adjectives have feminine and masculine forms. Learn how to conjugate regular 'er' verbs</li> <li>Recognise the most familiar, irregular verbs (to be, to have)</li> <li>Understand and begin to use the past tense to describe events</li> <li>Know how to write a letter using correct formality</li> </ul>
<b>Intercultural Understanding</b>	<ul style="list-style-type: none"> <li>Recognise that children in our school could speak different languages</li> <li>Recognise the benefits of being able to speak different languages</li> </ul>	<ul style="list-style-type: none"> <li>Learn about festivals and celebrations in different cultures</li> <li>Learn about the influence of these celebrations on British culture</li> </ul>	<ul style="list-style-type: none"> <li>Recognise similarities and difference between our everyday lives and those of others</li> <li>Children will use Spanish for real purpose, through role play</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and understand a shared history and compare attitudes to everyday life</li> <li>Children will use Spanish for real purpose, through role play and letter writing</li> </ul>



## Our MFL Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Greetings Days of the week/months/weather (for class daily routine) Where is Spain? Capital city etc. How are you?	Name – ask for and give Numbers 0-10 Classroom instructions Christmas	Revision of numbers 0-10 Age – ask for and give Colours Rojo, azul, blanco, negro, verde, Amarillo, naranja, rosa	Colours Gris, marron, morado Verb – es Connective - y Easter	Names of fruit Food items Healthy eating	Catch up and revision
Year 4	Revision of colours from Y3. Parts of the body. Tiene, tambien.	Zoo animals Revision of parts of the body. Christmas	Members of the family Pets	Revision of pets vocab Revision of tengo, no tengo, y, tambien Easter	Recognise word classes. Hobbies Te gusta Transport Numbers 13-30	Two weather expressions. Quantifiers Holiday clothes Revision
Year 5	Hay + high street buildings. Directions. Asking where places are.	Revision of days of the week. Revision of hobbies introduced in Y4. Christmas	Revision of sports/hobbies. Revision of numbers 0-50 + treinta, cuarenta, cincuenta. Comparisons (mas que)	Revision of immediate future – voy a + verb. Revision of fruit from Y3. Food items. Breakfast	Ingredients for a Spanish dessert. Revision of connectives. Revision of days of the week/months of the year – be able to say the date.	Seasons. Saying where you live including town, country and direction. Similarities/differences between English/Spanish daily life. Investigate Spanish supermarket websites.
Year 6	Classroom routines. Recap of simple negative from Y4.....no tengo.	Recap of clothes vocab from Y4. Recap of expressing/justifying opinions. Christmas.	Recap of family members. Recap of verb ser. Occupations vocab.	Recap of phrases from Y4/5....hay, vivo en. Rooms of the house.	Recap of adjectives from Y4. Identify and sort word classes. Recap of repetition requests. Alphabet. Stalling strategies.	Climate. Holiday plans/destinations. Names of places to visit. Different types of accommodation.

