

I can do all things through Christ who strengthens me



Languages

- Spanish

Curriculum

Offer



I can do all things through Christ who strengthens me



Our School Vision



St Mary's Catholic Infant and Junior Academies work together to create a caring, friendly and faith-centred community, where we seek to realise the full potential of all our family through the living love of Christ. All our work with children and their families, staff, governors, parishioners and the wider community is influenced by our core values:

Compassion, Respect and Resilience.

Intent

The purpose of our Arches Curriculum is to ensure that our children are **successful** in life and learning. The 'Nine Arches' Sankey Viaduct in Newton-le-Willows has been the inspiration for our curriculum. The viaduct was built by George Stephenson between 1828 and 1830 and the bridge, built to let trains cross above the Sankey Canal, has international significance as the world's earliest major railway viaduct still in use.

At St Mary's Catholic Infant and Junior Academies, we believe that learning a foreign language is a gateway to the wider world. Through our curriculum, we aim to deliver a high-quality languages education that fosters curiosity and deepens understanding of other cultures and communities, equips pupils with the skills to communicate in another language with confidence and purpose and lays a strong foundation for future language learning and global citizenship. Our curriculum empowers our pupils to become enthusiastic, capable, and culturally aware language learners—ready to thrive in a multilingual world.

From this, we teach to the Arches Principles –

Ambitious – Resilience – Christ at the Heart – Health and Wellbeing – Excellence – Success

Ambitious

Ambitious learners flourish in our languages curriculum by demonstrating increasing independence and mastery in using a foreign language, engaging with global cultures and developing a sense of international identity and setting high expectations for their own progress and celebrating linguistic achievements.

Resilience

Through our curriculum, our pupils grow not only as linguists but as confident, resilient individuals—ready to face the world with courage, curiosity, and determination. We believe that learning a foreign language is not only an academic pursuit but a journey of personal growth. Our curriculum is designed to foster resilience by encouraging

children to embrace challenge, persevere through difficulty, and celebrate progress and create a safe and encouraging environment where mistakes are seen as stepping stones to success.

[Christ at the Heart](#)

We believe that language learning is a reflection of God's diverse and beautiful creation. Through our curriculum, we celebrate the richness of global cultures as part of God's world and encourage pupils to love their neighbour by understanding and respecting different languages and traditions. Our foreign languages curriculum becomes a joyful expression of faith, learning, and connection

[Health and Wellbeing](#)

Through our curriculum, foreign language learning becomes a nurturing experience—supporting children's mental health, wellbeing, and holistic development. We believe that learning a foreign language is not only an academic pursuit but a powerful contributor to emotional wellbeing and personal growth, promoting confidence, curiosity and a sense of achievement.

[Excellence](#)

Our pupils are empowered to pursue excellence—not only in language learning but in their broader journey as confident, capable, and globally-minded individuals. We believe that learning a foreign language is a key to unlocking excellence—academically, personally, and culturally, equipping children with the linguistic skills and confidence to thrive in a global society.

[Success](#)

Our pupils are supported to succeed—not only as language learners but as thoughtful, capable, and globally-minded individuals. Developing cultural awareness and empathy through meaningful engagement with global communities and fostering a sense of achievement through progressive skill development and cultural exploration.

Our Arches Principles

Rationale for our Languages (Spanish) Curriculum

	<p>Our language curriculum is ambitious and challenges our children to speak with increasing confidence, fluency and spontaneity.</p> <p>It challenges them communicate through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.</p>
	<p>Through the 'resilience' curriculum driver, we promote optimism and determination in our Spanish lessons. Through fun, meaningful lessons, the children feel confident and safe to explore a new language. We provide the necessary tools of vocabulary, grammar, audience and purpose within a positive environment to ensure that pupils have an excellent attitude to all language learning.</p>
	<p>As a Catholic school we place Christ at the centre of all that we do. We integrate Gospel values and the teachings of the Catholic Church into every aspect of learning and teaching in our Spanish teaching. We believe that learning a different language opens up the world to our children and equips the children with the ability to study or work in other countries, whilst developing their roles as citizens of the world.</p>
	<p>At St Mary's, we understand that happiness is linked to personal growth, health and development. We ensure our children are happy, healthy individuals. Languages are delivered in a positive atmosphere where children are encouraged to 'have a go'. Mindfulness sessions are also delivered through the resources provided by Primary Languages Network. As global citizens our children show tolerance and respect for other cultures and embrace EAL pupils by learning new languages through them. With 'wellbeing' as a curriculum driver, we give children the confidence to thrive in a diverse, global society and be respectful citizens with British and Christian Values at the core.</p>
	<p>Through the 'excellence' curriculum driver we want our children to relish all that being a linguist can bring. We ensure that our children experience challenges in all disciplines of languages, within the four strands of MFL: listening, speaking, reading and writing with grammar and phonics interwoven throughout.</p>
	<p>Learning languages at St Marys provides our children with opportunities to communicate in a different way.</p>

Being a St Mary's Linguist

Being a **linguist** means that disciplinary and substantive knowledge complement each other harmoniously. Language disciplines and skills such as using a bilingual dictionary, translation strategies, pronunciation, intonation and awareness of gender and adjectival agreement are high profile within our Languages (Spanish) curriculum.

Our Languages (Spanish) curriculum very much intertwines with literacy in that we look at the etymology of words as they occur and pick out words of Spanish origin to work on in guided reading lessons.

Intent

All of our children will have consistent access to a broad, balanced and high-quality language curriculum which will:

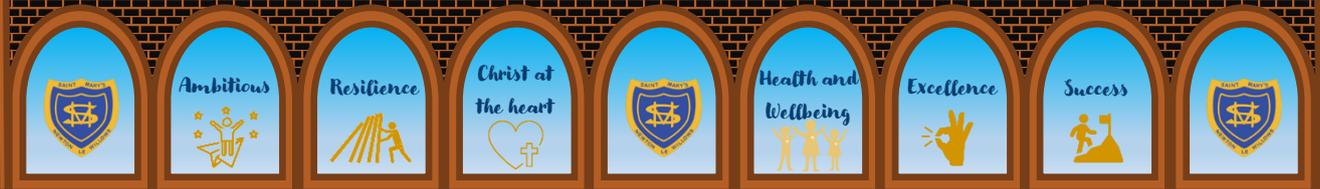
- Inspire pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives
- Enable children to understand and respond to spoken and written language with fluency and confidence
- Inspire pupils to develop a love of languages and to expand their horizons to another country, culture and people
- Enable pupils to grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies.

To support our teaching of Languages (Spanish), we have chosen to use a scheme from Primary Languages Network, from this resource we have selected a series of units of work to enable pupils to meet the End of Stage Attainment targets outlined in the National Curriculum.

MFL Long Term Plan

St Marys 'Arches Curriculum' - all our planning is based on our key principles and intent for our curriculum

I can do all things through Christ who strengthens me



Year Group	Autumn	Spring	Summer
Year Three	<p>A new start - Greetings, feelings, numbers, colours</p> <p>Calendar- commands, days and months</p>	<p>Animals I like and don't like - Animal nouns, singular and plural, opinions, story</p> <p>Carnival and using numbers - Carnival, numbers to 15, core language recap, age, dates</p>	<p>Fruits and vegetables, Hungry The Hungry Giant - Fruit and veg nouns, counting, asking politely, story, board game</p> <p>Going on a picnic - Picnic story, food items, polite request</p> <p>Language Puzzle</p>
Year Four	<p>Welcome to school - Recap core language, rooms in a school, classroom objects</p> <p>My town, your town - Commands, shops, asking and giving directions</p>	<p>Family tree and faces - family members, personal info,</p> <p>Moving our bodies - face parts, describing with colours, yoga with body parts, alien creation</p>	<p>Feeling unwell/Jungle animals - Aches and pains, doctor role play, animal nouns, adjectives, simple sentences, story</p> <p>Summertime Weather phrases, seasons, forecast, ice creams Flavours, opinions</p> <p>Language Puzzle</p>
Year Five	<p>Me and my friends - Extended feelings, recap personal information, introduce a friend, subjects and opinions</p> <p>Time in the city - Spanish city, buying a ticket, directions, descriptions, shopping</p>	<p>At the Market - Fruit and veg nouns, class survey, prices, market dialogue, recipe</p> <p>Clothes - Clothes, nouns, verb to wear, describe using adjectives, read descriptions, design and write</p>	<p>Out of this world - ID cards, personal info conversations, names of planets, adjectives, prior learning recall, planet creations</p> <p>Going to the seaside - Items for the beach, persuasive sentences, visiting the seaside, read and understand facts about the beach</p> <p>Language Puzzle</p>
Year Six	<p>This is Me - Personal info recap, numbers to 60, time phrases, daily routine conversations</p> <p>Homes and houses - Rooms in a house, furniture, describe rooms</p>	<p>Playing sport - Sport nouns, opinions, verb to play, sports descriptions</p> <p>My best day ever - Funfair rides, opinions, adjectives, plan and describe theme park, favourite things, tradition</p>	<p>Tapas culture - Tapas culture in Spain, opinions, hotel breakfasts, café roleplay</p> <p>Let's celebrate - Comedy sketch – What a waiter! Mocktails, scavenger hunt, Read all about it – Transition to KS3</p> <p>Language Puzzle</p>

Progression Documents

A comprehensive set of progression documents are available from Primary Languages Network, a sample of which has been provided. These are all accessed by staff through PLN (and are not published in entirety here due to copyright reasons).

Progress over 4 stages in the core skills

(listening, speaking, reading and writing in a primary foreign language)

Core skills of learning				
	Listening	Speaking	Reading	Writing
Stage 1	Can understand a few familiar spoken words and phrases.	Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker. CLICK FOR EXAMPLE STUDENT	Can recognise and read out a few familiar words and phrases.	Can write or copy a few simple words or symbols as an emergent writer of the target language.
Stage 2	Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.	Can ask and answer simple questions and give basic information. Can pronounce familiar words and some new words accurately. CLICK FOR EXAMPLE STUDENT	Can understand simple written phrases. Can match sounds to familiar written words.	Can spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.
Stage 3	Can understand the main points from a series of spoken sentences (including questions.) May require some repetition.	Can ask and answer simple questions on several topics and can express opinions. Can take part in brief pre-prepared tasks such as short presentations and role plays. CLICK FOR EXAMPLE STUDENT	Can understand the main point(s) from a short, written passage in clear printed script. Can use bilingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words.	Can write two or three short sentences as a personal response. using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.
Stage 4	Can understand the main points and some detail from a short, spoken passage with comprising of familiar language.	Can take part in a simple conversation and can express simple opinions. Generally accurate pronunciation (to a sympathetic native speaker). CLICK FOR EXAMPLE STUDENT	Can understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account). Can use a bilingual dictionary to access unfamiliar language.	Can write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs in the present tense on a familiar topic using reference materials, support if necessary.

Vocabulary is VITAL

Valued	We value vocabulary in MFL and it underpins everything we do.
Identified	Spanish vocabulary is identified by the computing subject leader and is explicitly planned for. It is clearly found on all Knowledge Organisers and medium term plans.
Taught	Vocabulary is explicitly taught in every lesson. Our knowledge organisers are used as a teaching tool for key Spanish vocabulary and the Spanish medium term plans include additional vocabulary to be taught.
Applied	Once vocabulary is taught, it is applied. Children apply their vocabulary in their speaking and listening, writing and assessment outcomes in MFL.
Learned	Vocabulary is revisited and relearned. Vocabulary sticks in the children's long-term memory. Lesson by lesson, year by year, children revisit and relearn key Spanish vocabulary.

Year 3-6

Year on year, children will build upon their Spanish knowledge, skills and vocabulary. The curriculum leader and MFL subject leader have created a meaningful, sequential learning journey through Spanish language and culture. Careful curriculum thinking and planning ensures that our children have the subject knowledge and components embedded in their long-term memories.

Both our staff and children are enthusiastic about languages. Through ongoing CPD, we strive to ensure our teachers have expert knowledge of the Spanish they teach. Our pedagogy is firmly based upon our curriculum intent of embedding concepts into long-term memory so that they are able to be recalled, to ensure substantive and disciplinary knowledge and skills can be applied fluently.

Our 'St Mary's Quality First Teaching' model ensures that lessons are effectively sequenced so that new knowledge and skills build on what has been taught before and towards defined end points.

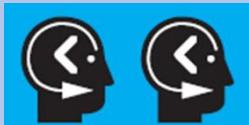
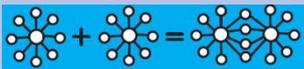
We firmly believe that all children should have full access, including those with additional needs, to our Modern Foreign Language curriculum therefore lessons are scaffolded where appropriate in order to meet the needs of all our children.

Lesson Structure

The sequence of lessons across MFL follows the same structure:

MFL sequence structure	
Phase 1 - Revise	<ul style="list-style-type: none"> • Pre-assessment task • Prior learning revisited – spaced retrieval task • Key question introduced • Knowledge Organiser shared • We are 'linguists'
Phase 2 – New learning	<ul style="list-style-type: none"> • Medium term planning to inform lessons • Knowledge-rich lessons • Vocabulary explicitly taught • Reference to Knowledge Organiser throughout • St Mary's Quality First Teaching
Phase 3 – Review	<ul style="list-style-type: none"> • Post- assessment task • Children know more and remember more

Each lesson, within the sequence, follows the structure so prior knowledge is constantly revisited and transferred to long term memory.

St Mary's Catholic Infant and Junior Academies Lesson structure	
	<p>Lesson part 1: Recap</p> <p>This part of the lesson allows for retrieval practice of previous learnt knowledge, concepts or processes. Depending on the outcome of teacher assessment from the previous lesson, this could also include revisiting a misconception at a whole class level. The task should allow for consolidation of prior learning and promote the application of this to other topics where appropriate.</p>
 	<p>Lesson Part 2: New learning</p> <p>Vocabulary is introduced or in some cases revisited at the start of the hook. Explicit teaching of new vocabulary is taught here including the teaching of the vocabulary in a context where applicable. Retrieval practice of key vocabulary is also completed. The key learning should be shared with the pupils at the start of this section. Effective teaching modelling is evident during this part of the lesson with teachers clearly modelling their own thinking.</p>
	<p>Lesson Part 3: Independent Task</p> <p>The independent task allows for children to practise or apply their learning. Present the new learning small steps. This is a vital opportunity for assessment and all adults in the class provide immediate feedback through live marking.</p>
	<p>Lesson Part 4: Plenary</p> <p>The plenary is an essential opportunity to consolidate learning, gauge levels of understanding and develop pupils' skills in explaining, reasoning, and justifying where appropriate. This part of the lesson provides teachers with immediate, formative assessment of the children's understanding from the lesson and any misconceptions which may need to be addressed either within this part of a lesson or at the start of the next lesson.</p>

Impact

We understand that we may not see the true impact of our MFL curriculum on our children as our languages curriculum is just the beginning of a lifetime of learning.

Our well-constructed and well-taught Languages curriculum leads to great outcomes. Our results are a reflection of what our children have learnt. At St. Mary's, our philosophy is that broad and balanced leads to great outcomes and meeting end points at the end of each key stage. National assessments are useful indicators of the outcomes our children achieve.

We ensure all groups of children are given the knowledge and cultural capital they need to succeed in life. We strive to ensure that our children are equipped with the skills (through a growth mindset approach) to fluently be able to retrieve key facts and vocabulary from their semantic memory.

The quality of our children's work, at every stage, is of a high standard. All learning is built towards an end point and at each stage of their education, we prepare our children for the next stage.

We ensure that any reading done in Spanish is planned to a stage appropriate level and fluency. Reading is the beating heart of all that we do at St. Mary's and we feel that the gift of learning a foreign language impacts the understanding of all areas of English language positively.

The impact of St. Mary's primary languages curriculum is measured through the following:

- Assessment at the end of each unit of work
- Vocabulary and knowledge are assessed at the end of each lesson and at the end of each sequence
- Pupil voice
- Progress evident in children's books and record of experiences
- Seeking views of parents where appropriate