

Modern Foreign Languages Curriculum

At St Wilfrid's Primary School, all pupils learn the language of Spanish, which is the second most spoken language in the world. In line with the school's philosophy around global citizenship, language learning will broaden their horizons, encourage them to step beyond cultural boundaries and develop new way of seeing the world. To support early language development, the school follows the Hocus and Lotus programme, which was created by Professor Traute Taeschner (Department of Dynamic and Clinical Psychology at the University Sapienza of Rome) from EYFS up to Year 4.















The approach is based around three principles:

1. The principle of the narrative form.

2. The principle of good communication.

3. The principle of bilingualism.

In Years 5 and 6, the school follows the Primary Languages Network 'Teach by Story' programme, which builds on the Hocus and Lotus approach

| INTENT | IMPLEMENTATION | IMPACT |
|--|---|--|
|  <p>Alignment to National Curriculum</p> <p>The school's curriculum exceeds the National Curriculum programme of study. During the Hocus and Lotus programme, the pupils learn Spanish through speaking and listening. In Year 5 and 6, the pupils continue to develop speaking and listening skills and also learn to read and write in the target language.</p> |  <p>Pedagogical Approaches</p> <p>The role of the magic teacher is key within Hocus and Lotus. The approach is to immerse the pupils into the imaginary world of the DinoCroc. The pupils acquire the language through the context of the stories and songs, which are repeated numerous times.</p> |  <p>Approach to Assessment</p> <p>The approach to assessment is less formal than in other subject disciplines. The priority at the early stage is for pupils to fully participate in the magic lesson so this is monitored. Over time, the teacher is able to monitor the pupils' pronunciation and responses to what they hear. In Years 5 and 6, there are more formal opportunities for assessment.</p> |
|  <p>End Points</p> <p>By the time that the pupils leave the school, they will be confident speaking, listening, reading and writing in Spanish at a basic level. Due to the immersive approach, they will have developed an excellent Spanish accent and will be able to process whole sentences as well as an awareness 11,000 Spanish words. The pupils will be well prepared for language study at key stages 3 & 4.</p> |  <p>Teachers' Expert Knowledge</p> <p>The magic teacher is fully trained in the approach through practical training as well as study of the theory. The school believes that it is essential that pupils are taught by a specialist because of the importance of accurate pronunciation at the early stage of language development. There is an ongoing financial commitment to training.</p> |  <p>Performance Data</p> <p>There is no published data for MFL at primary school. The school tracks foundation subjects very broadly to ensure that pupils are working within the curriculum expectations for their year group. This is reported to parents within the end of year report.</p> |
|  <p>Sequencing</p> <p>The curriculum has been carefully sequenced to provide progression through the six stages of the Magic Class. Listening is the first skill that humans develop so this comes first and speaking is introduced alongside it. In year 5 and 6, the curriculum includes reading and writing, which have a symbiotic relationship.</p> |  <p>Promoting Discussion and Understanding</p> <p>Learning the skills of one language means that it is easier to learn another. The priority in the early stage is for the pupils to be fully immersed to learn the language naturally. Discussion in the target language is encouraged. In Years 5 and 6, there is more opportunity to discuss sentence structure and grammar.</p> |  <p>Pupils' Work</p> <p>During the early stages of language development, the focus is on listening and speaking therefore there are limited opportunities for recording. In Years 5 and 6, the pupils record their work both in terms of structured opportunities for writing and written responses to reading tasks. A portfolio of evidence is collated during the final two years of primary school.</p> |
|  <p>Addressing Social Disadvantage</p> <p>Learning a language can add 10-15% to a person's salary therefore this is particularly important for our disadvantaged pupils. The curriculum is designed to ensure that all pupils keep up with the pace of the programme. Due to the psycholinguistic approach to learning a language, all pupils have the potential to be successful.</p> |  <p>Knowing More and Remembering More</p> <p>The Hocus and Lotus programme is designed to promote repetition of the narrative form during each session. Through the stories and songs, the vocabulary and language structures are transferred into long-term memory. Later, where pupils are learning key vocabulary and verb forms, memorisation techniques are introduced.</p> |  <p>Talking to Pupils</p> <p>The magic teacher assesses the pupils' spoken language by talking to them and monitoring their responses during the lessons. Conversation in the target language is encouraged. The MFL curriculum leader talks to pupils in all year groups as part of the monitoring cycle to gauge their attitudes to language learning.</p> |
|  <p>Local Context</p> <p>Sheffield is one of the most culturally diverse cities in England with over 120 languages spoken. Within our school, there are a small number of bilingual pupils and pupils with English as an additional language. For some lower attaining pupils, language development in English is a key focus and the study of Spanish will support their awareness of etymology.</p> |  <p>Teacher Assessment</p> <p>Formative assessment is the key focus. During the early stages, the teacher monitors the pupils' engagement in the magic lesson. There can be a reluctance to join in for some pupils so confidence is promoted. Where the teacher notices that a pupil is either not keeping up or appears to lack confidence, they will provide appropriate intervention.</p> | |
| <p>Links / References</p> | | |
| <p>www.hocus-lotus.eu - primarylanguages.network</p> | | |