



Spanish at St Mary's CE Primary School

Spanish Curriculum Rationale

At St Mary's CE we are linguists! We want the children at our school to love Spanish. We want our children to aim high, be ambitious and grow up wanting to be translators, interpreters, Spanish teachers or work in the travel industry. Our vision at St Mary's CE Primary School is to encourage and nurture the growth of every individual and their uniqueness, so that all flourish and become all that they can be and all that God made them to be.

The Spanish curriculum has been carefully designed and sequenced so that our children develop their linguistic capital. We want our children to remember their Spanish lessons in our school and embrace the language opportunities they are presented with! Around school, the register is taken in Spanish and in some classes Spanish numbers are used to choose pupils when answering questions. Bringing Spanish alive is important at St Mary's CE Primary School.

Curriculum Intent

The Spanish curriculum is ambitious and allows our children to become independent and resilient – like all curriculum areas.

We want to equip our pupils with all the statutory requirements of the National Curriculum for Spanish and also prepare them for the opportunities, responsibilities and experiences in the next stage of their education and beyond. We want our children to learn from other cultures, respect diversity, co-operate with one another and appreciate what they have. We achieve this by providing a strong SMSC curriculum, with British Values and our core values placed at the heart of everything we do. We celebrate innovation and the freedom of choice that British Society represents and as a result our pupils are encouraged to become free thinkers, with ambitious ideas. We encourage and celebrate this individuality. We encourage our children to explore Spanish culture and respect diversity. This often feeds into the Spanish curriculum where we enrich their time in our school with memorable, unforgettable experiences and provide opportunities to engage and intrigue our pupils. For example, every year we hold a whole school Spanish day to introduce children to key aspects of culture and way of life in Spain and other Spanish speaking countries. Children have the opportunity to try Spanish food, learn more about Spanish art and culture and practise their Spanish skills. Previously, with support from the British Council, several staff members have had the chance to visit a primary school in Santander. They were able to observe language lessons and immersed themselves in Spanish culture by exploring the local area, also developing their Spanish skills.

We firmly believe that it is not just about what happens in the classroom, it is about the opportunities we offer to really inspire our children.

Curriculum Implementation

We have just completed a second review of the MFL curriculum and this will become an annual task. In this second review, the MFL curriculum has been carefully revisited to ensure there is a clear progression of phonics, grammar and vocabulary. The medium term plans are under review to ensure that the progression document is clearly reflected in the sequence of learning within any given topic. The assessment points and milestones are being defined and developed to reflect the key learning required in each year group. This will ensure the way MFL is taught throughout our school follows a consistent structure.

Spanish subject specific characteristics, which we expect the children to demonstrate, have been developed. These characteristics underpin all work in Spanish.

These characteristics are:

- 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 Spanish 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.

Subject Leads have devised whole school subject long-term curriculum plans, which identify when the different subjects and topics will be taught across the school and across the academic year. All subjects are taught discretely but staff make meaningful links across subjects where appropriate. They link prior knowledge to new learning to deepen children's learning. For example, in Year 5 when the children learn about toys they learn further expressions for likes and dislikes ('I hate' and 'I love') which is built upon the vocabulary taught in Year 4 when expressing if they like or dislike different vegetables. In a Year 5 unit on transport children learn the names for the days of the week in Spanish and this is built on in Year 6 when children describe which activities they do on different days of the week. Our children are taught connected knowledge.

Class Teachers have devised year group long-term curriculum plans which outline when the different subjects and topics will be taught across the academic year within the year group.

Medium term plans have been developed and continue to be refined to show the sequence of lessons taught within each topic. These set out the learning challenges for each lesson and closely reference the key vocabulary and grammar concepts.

Staff in KS2 teach a weekly Spanish lesson. This helps to ensure sufficient time is allocated to Spanish and that the subject matter can be revisited. We believe that by constructing our curriculum this way, we improve the potential for our children to retain what they have been taught, to alter their long-term memory and thus improve the rates of progress they make.

Curriculum Impact

We use both formative and summative assessment information in every Spanish lesson. Staff use this information to inform their short-term planning and support. This helps us provide the best possible support for all of our pupils, including the more able. The progression document and the assessment points, once finalised, for each year group ensure that phonics, vocabulary and grammar in Spanish are progressive and build year on year.

Our aim is for staff to use Spanish formative assessment methods to systematically assess what the children know as the topic progresses and inform their future planning. This formative assessment is then used to inform summative assessment judgements for each topic.

Assessment information in Spanish is collected once a year and analysed as part of our monitoring cycle. This process provides an accurate and comprehensive understanding of the quality of education in Spanish. A comprehensive monitoring cycle is developed at the beginning of each academic year. This identifies when monitoring is undertaken. Monitoring in Spanish includes: book scrutinies, lesson observations and/or learning walks, pupil/parent and/or staff voice. All of this information is gathered and reviewed. It is used to inform further curriculum developments and provision is adapted accordingly.

**At St Mary's CE Primary School, we are
LINGUISTS !**

Languages programmes of study:

Key Stage 2

Purpose of study

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 targets

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

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. 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.

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