



Intent

What we expect the children to learn

- Our Spanish curriculum promotes a love of languages set on the foundations of understanding and openness, resilience and risk-taking, communication and team work. Through learning Spanish, children learn that other cultures share similarities to their own and learn to recognise and embrace differences, which promotes their understanding of others within their own school community and the wider world.
- As well as a growing awareness of how languages work, the children will have an ability to understand and respond to Spanish in spoken and written form.
- The Spanish curriculum mirrors the KS2 curriculum where possible and deepens and consolidates children's learning by allowing them to revisit newly acquired knowledge in a different context and language.
- Children will have an awareness of the geography of Spain and will learn about places in Spain and Latin America which helps them compare these to their own local area and country, deepening their understanding of what makes their area and country unique.
- By the end of KS2, children will have developed a love of language learning which will greatly support further language learning. They will be much more aware of how other cultures compare to their own and will have learned to appreciate the richness that other cultures bring to their daily life which will prepare them to become global citizens in the future.

Implementation

How the subject will be taught

- The Spanish curriculum is planned and delivered by the subject leader: this enables progression to be clearly built in lessons and units of learning as well as from one year to another.
- All children are encouraged to be active learners, to engage entirely and be fully in control of their learning through choral repetition, pair work, group activities, games and songs. A range of techniques are used to engage different types of learners: Q&A, singing, whole class speaking, kinaesthetic.
- Enquiry forms part of the Spanish curriculum as children have regular opportunities to compare the new language to their own which leads them to become curious about Spanish and other languages. Children are exposed to grammatical concepts and structures early on in KS2 which reinforces their understanding of their own language and of the need to be effective communicators by constructing sentences precisely and selecting vocabulary carefully.
- Children are given opportunities to use their strengths for the benefit of others for example by helping their talk partner to repeat language accurately, or by translating the teacher's Spanish instructions into English for the rest of the class, or by supporting others in their written work if they have completed theirs.
- Children are learning to adapt and to be resourceful for the purpose of communication, manipulating language to convey meaning. They are challenged to move on from single utterances to complex sentences and do this at their own pace since the curriculum is built to allow regular revisiting of certain structures and concepts, thus supporting and consolidating children's learning.
- Our curriculum gradually builds children's resilience as they are given multiple opportunities to practise language so they can make mistakes in a safe environment and develop a positive mind-set.
- Much of language learning begins with repetition of the new language within set structures. These stem sentences are revisited over the four years of KS2 to enable children to embed sentence structures and to increase fluency.
- Children become familiar with the sounds of the language through explicit teaching of phonics from Y3 onwards.
- Practice of the language takes place every lesson, always as a whole class but also within talking partner pairs which allows children to attempt utterances in a non-threatening way. All four skills are experienced every lesson and children are exposed to as much original material as possible such as Spanish songs and rhymes, short stories, video clips and sound clips.
- Classroom language is taught so children can understand instructions in Spanish and communicate with their teacher and peers in Spanish.

Impact

What children know and remember (and how we know)

- Formative assessment is used during the whole lesson to ascertain understanding and progress: children are supported with scaffolding where needed or with a focus on increased practice.
- Each unit of learning provides opportunities for formal assessment of the four skills of listening, speaking, reading and writing.
- Evidence in books reflects an individual's learning and is responded to during the lesson, so children can edit and improve their work as appropriate.
- The statements of the MFL National Curriculum are used to map out progress over four years with regards to the four skills of Listening, Speaking, Reading and Writing, as well as grammar, phonics and cultural awareness.
- KLIPS are used where the National Curriculum is not specific enough.