

Spanish

Edmund Waller
Curriculum

Intent
Implementation
Impact



Know, Explore, Communicate

Intent

'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.' (National Curriculum 2014 - Appendix A)

Vision

By learning Modern Foreign Languages, children develop respect of diversity and inclusivity and understanding of the world around them.

At Edmund Waller, we aim to inspire and generate a love of languages and a thirst for learning through relevant learning experiences and practical activity wherever possible. By developing a love of language learning, we hope to start our children on the route of learning a variety of languages as they get older, so learning should be both relevant and fun. We want their language learning to contribute to their knowledge as global citizens. We aim to create a stimulating and creative languages learning environment, to support their understanding of the world and the possibilities that are open to them in the wider world. We want them to develop their cultural knowledge to encourage respect of diversity and those in our world. We want our children to be inspired by language learning and to give them confidence and good foundations so that they can build on learning in secondary school. It is important that they have opportunities to practise and engage in communication both oral and written and that they have access to a range of materials in the target language to create memorable learning experiences. Learning is sequenced to build knowledge, skills and vocabulary, and to create a life long love of learning languages.

Implementation

Children are taught Spanish in KS2 using the Lightbulb Languages Programme which is broken up into topics which cover the National Curriculum four strands of MFL whilst also introducing vocabulary, grammar and conversational elements of the language. We aim for children to have access to at least 1 x30 minute session of high-quality language input per week to enable them to acquire skills and knowledge, with learning taking place in small, sequential chunks with opportunities for practice and revisiting learning.

The national curriculum for languages aims to ensure that all children:

- 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.

Implementation

[Research review series: Spanish - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

Declarative – What are the key facts that children should know?

The goals of having pupils broaden their horizons, converse fluently with others, and fully explore cultures can only be reached if we build firm foundations of language learning. Only by mastering the basics can pupils engage fully in the process of language learning, which they can then use to communicate about an increasingly wide range of themes. To improve learners' understanding and production of language, a steady development in understanding of phonics, vocabulary, grammar and their interplay is needed.

Therefore, we spend our lessons learning a combination of new vocabulary and grammar, slowly building up learners' knowledge and skills to be able to combine what they have learnt in communicating in Spanish.

With increasing linguistic ability, cultural awareness can become ever more refined, and this is built on throughout the year as children progress through the school.

Implementation

Procedural – What are the things that all children should be able to do (skills)?

At Edmund Waller, the children learn Spanish sounds, vocabulary and grammar, and build up their ability to understand and produce the language themselves, both orally and written down.

We use a variety of the following techniques to encourage children to have an active engagement with Spanish:

- Games – in order to develop vocabulary through repetition, reading, writing, speaking and listening skills.
- Role-play – relating to the situations the children may find themselves in the future.
- Action songs and rhymes – to develop phonetic skills, memory skills and to further vocabulary.
- Reading and writing quality materials.

We build children's confidence through praise for any contribution they make in the foreign language, however tentative.

Implementation

Experiential – What knowledge can only be gained first hand by experiencing or doing certain activities?

We aspire to promote the learning of Spanish through stimulating activities, linked with real life situations where possible. Our native Spanish speaking students are experts and assistants in Spanish classes, helping with pronunciation and intercultural understanding, we participate in language and cultural activities such as the European day of languages, and Spanish songs and language form a part of our whole school concerts and performances.

As Spanish becomes more embedded in the school, we plan to create links with Spanish speaking schools and celebrate the Spanish speaking world with a whole school Spanish day.

Subject Overview

	Autumn	Spring	Summer
Year 3	Hello and how are you? Nos. 1-15 and age	Colours In my pencil case	Fruit and veg Food likes
Year 4	Days and nos. 16-31 Months and dates	Face Body	Animals Family
Year 5	Pets Places in town	Sport Weather	Travel Descriptions/ ¿Qué hora es?
Year 6	Clothes Nos 31+	TV, film & travel Hobbies	This is me I am a musician

Impact

Through careful planning and delivery, children will develop a love of languages and a willingness to experiment and learn new languages, developing confidence to speak, ask questions and communicate with others in the target language.

The pupil voice is essential in the MFL curriculum in order to inspire high quality learning. They will understand and respond to spoken and written languages and develop authenticity through correct pronunciation and intonation. They will acquire knowledge about the countries of their target language to develop global citizenship and encourage them to become active, responsible and caring members of the wider community.

This will be monitored by the MFL lead through discussions with staff and end of unit assessments to ensure all are accessing the learning appropriately and fully. Action planning will be embedded to ensure this is taking place.

Outcomes

	At the end of Year 3 children can	At the end of Year 4 children can	At the end of UKS2 children can
Speaking	<ul style="list-style-type: none"> • Understand a range of spoken phrases. • Understand standard language (sometimes asking for words or phrases to be repeated). • Answer simple questions and give basic information. • Give responses to questions about everyday events. • Pronounce words showing a knowledge of sound patterns. 	<ul style="list-style-type: none"> • Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests. 	<ul style="list-style-type: none"> • Take part in discussions and tasks. • Demonstrate a growing vocabulary. • Understand the main points and opinions in spoken passages.
Reading	<ul style="list-style-type: none"> • Read out loud everyday words and phrases. • Use phonic knowledge to read words. • Read and understand short written phrases. • Read out loud familiar words and phrases. • Use books or glossaries to find out the meanings of new words. 	<ul style="list-style-type: none"> • Read and understand the main points in short written texts. • Read short texts independently. • Use a translation dictionary or glossary to look up new words. 	<ul style="list-style-type: none"> • Read and understand the main points and some of the detail in short written texts. • Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.

Outcomes

	At the end of Year 3 children can	At the end of Year 4 children can	At the end of UKS2 children can
Writing	<ul style="list-style-type: none"> • Write or copy everyday words correctly. • Label items and choose appropriate words to complete short sentences. • Write one or two short sentences. • Write short phrases used in everyday conversations correctly. 	<ul style="list-style-type: none"> • Write a few short sentences using familiar expressions. • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable. 	<ul style="list-style-type: none"> • Write short texts on familiar topics. • Use knowledge of grammar to enhance or change the meaning of phrases. • Use dictionaries or glossaries to check words.
Culture	<ul style="list-style-type: none"> • Identify countries and communities where the language is spoken. • Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken. • Show awareness of the social conventions when speaking to someone. 	<ul style="list-style-type: none"> • Describe with some interesting details some aspects of countries or communities where the language is spoken. • Make comparisons between life in countries or communities where the language is spoken and this country. 	<ul style="list-style-type: none"> • Give more detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.