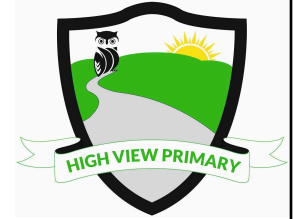


SPANISH
(MFL)

High View Primary

Curriculum Overview



Intent

Why do we teach what we teach?

Spanish is the chosen modern language taught at High View as it is the 4th most spoken language worldwide (by number of speakers) and within London, Spanish is within the top ten main languages spoken in England and Wales outside of English or Welsh (Census 2021).

At High View Primary, our intent is to:

- Deliver a relevant, broad, vibrant, and ambitious modern foreign languages curriculum, whereby children learn Spanish.
- Inspire and excite our pupils using a wide variety of topics and themes. The aim is that pupils in KS2 will feel willing and able to continue studying languages beyond primary school.
- Ensure content will be continuously updated and reviewed annually, and will be relevant and in line with meeting or exceeding national DfE requirements.
- Teach the four key language learning skills; listening, speaking, reading, and writing and all necessary grammar. This will be covered in an age-appropriate way across the primary phase.
- Expose children to common greetings / phrases which can be used outside of the taught lessons. This starts with how to say “Hello” and “Goodbye” in reception and progresses as children move up the school.
- Develop a genuine interest and positive curiosity about learning and speaking Spanish.

Implementation

How do we teach what we teach?

Pupils in Year 3 to Year 6 have weekly Spanish lessons however all children are exposed to the Spanish language through signs around the school and simple greetings displayed in the classrooms from reception upwards. Lessons are taught weekly in 30 minute slots by teachers or HLTA's. Each half term, Mr Claxton will teach one class per year group, and then the parallel class the following half term. The subject lead will also teach classes outside of their year group to support the implementation of the Spanish curriculum.

Across the year, there are 5 taught units, which focus on a different theme. For example, La ropa in Year 6 or Las verduras in Year 4. Each unit has 6 lessons. The 6th lesson consists of a review of the previous learning, followed by an assessment based upon the objectives taught in the unit. Children are assessed in the skills of speaking, reading, listening and writing.

In addition to this, there are 4 grammar lessons taught throughout KS2. Each grammar lesson is taught prior to the sounds being used in the vocabulary or phrases of that unit. For example, in Year 5, children will complete phonetics 2 (introducing the sounds ca, ce, ci,co,cu) before completing the unit Presenting myself which includes language that uses these sounds.

To support the cultural capital of our children, we also deliver lessons to deepen their understanding of traditions and significant people within Spanish speaking countries. For example, KS2 classes will learn about how Christmas and Easter are celebrated in Spanish speaking countries as well as Dia de los Muertos or Fallas de Valencia. To support the profile of Spanish events are planned throughout the year to celebrate the importance and the learning of the Spanish Language. These include events such as European Day of Languages and Spanish Day (as part of our cultural diversity day)

Planning is taken from the Language Angels scheme or work which has a series of lessons which progressively develop throughout each unit and throughout each year group (KS2 only). Opportunities for challenge are built into most lessons, particularly towards the end of a learning unit. This is reviewed at least yearly to ensure continuous progression and avoid repetition.

Planning includes opportunities for reviewing prior learning, listening, speaking, reading, writing and some phonics. Grammar is integrated and taught discreetly throughout all appropriate units or grammar teaching.

Although teachers will follow the scheme of learning (as planned out by Language Angels) they are encouraged to adapt tasks to allow for active learning and learning which promotes as many opportunities as possible to practise speaking. Although there is some “call and response” learning, this is just one small aspect of the lessons.

Children also use Knowledge Organisers to guide them through each unit of learning and where appropriate, work is recorded in books. Key Vocabulary for each lesson is also provided for each child to support them in the lesson.

For our Key Stage 2 children, so that we offer high - quality Spanish lessons, we ensure that:

- A multisensory approach is used. This includes a wide variety of audio clips to allow children multiple opportunities to hear the spoken language.
- Engaging visuals are also used throughout the teaching slides to support children with their understanding of the vocabulary.
- Vocabulary or sentence builders are provided in each lesson to support children’s recall and keep for future reference.
- This same vocabulary is displayed in the classroom and working walls can then be referred to when necessary.
- Each lesson provides opportunities to review previous learning with the aim of embedding the language into long term memory.
- Within lessons, there are activities which require listening, speaking, matching or writing, ensuring that there are a range of ways in which children can apply their understanding.
- Word banks and visual prompts are used to support all children with their recall and application of the language.
- Teachers are encouraged to adapt some activities (where appropriate) to be more active so that all children can have movement breaks within the lesson.
- For those children who already speak the language, they model the correct use of the language and support with pronunciation. In addition to this, they support with translations and grammar alongside the teaching slides.
- The layout of the slides is clear and colour is used to make the learning stand out clearly.

Impact

How do we know what pupils have learnt and how they have learnt it?

Within the lessons, there is a focus on children practising their speaking skills and therefore, within the lessons, teachers build in opportunities and activities for children to speak. As a result of this, teachers spend an appropriate amount of time listening to the children speaking and supporting pronunciation (through playing the audio clips or from their own speaking)

The purpose of the end of unit assessment is to see how well the children can apply the skills of speaking, listening, reading and writing based on the learning that they have done in each unit.

To monitor the impact of Spanish lessons at High View, the subject lead will complete books, ensuring that word banks are provided for children, activities are being completed within the lessons and that there is consistency between what is being taught across parallel classes.

Pupil questionnaires will be completed termly by the subject lead and across KS2 classes. The purpose of this pupil voice will be to understand how children are enjoying their learning, how well they feel they are achieving and how well they are improving. The subject lead will gain an understanding of how positively children speak about Spanish. In addition to this, the subject lead will also gain an understanding of what children feel they need more of in the lessons. This will be fed back to teachers who can make any necessary changes.

The subject lead will also advise staff on materials that need to be displayed in the classroom to best support children's long term memory and encourage speaking simple phrases outside of the taught lessons.

At High View we may not always see the impact that our Spanish curriculum has had, but we want our children to recognise that they have the skills and ability to learn and speak a foreign language. (in this instance Spanish) We want them to feel that if they can conquer the basics of a foreign language, then they have the power (and resilience) to achieve anything.

Long Term Planning

<https://docs.google.com/document/d/1SOH4zHWSIBonbybnyCTg3EgeeMcLS1wF4XiGwwHx2DY/edit?tab=t.0>