

Bonneygrove Primary School Curriculum Guidance



SPANISH
(MFL)

INTENT

Learning a foreign language is “a liberation from insularity and provides an opening to other cultures”. At Bonneygrove Primary School we seek to develop an appreciation for other cultures and build skills our children can apply to the outside world. We aim to do this through building relationships with other Spanish schools through a Pen Pal scheme. This will encourage our children to ask questions and put their learning into practise by writing and reading with a degree of fluency in Spanish. It will provide opportunities our children to share their culture and language and to make comparisons to those of others. Spanish is learnt through real experiences making it meaningful and relevant.

From Key Stage One we aim for our children to be confident in using everyday phrases, colours, numbers and days of the week and to follow simple instructions in Spanish. It is important to incorporate Spanish into their everyday routine allowing teachers to use every day phrases and instructions throughout the curriculum.

The enjoyment and interest of our children in Spanish will also be brought out by learning Spanish songs and dances. This will develop confidence and appreciation for the language that can be built upon in Key Stage 2. Here they will begin to write at varying lengths and understand and respond to both the spoken and written language. Our children will hear the correct pronunciation and engage in differentiated schemes of work which will be built upon from Reception to Year 6. The intention for this is to allow early Key Stage 2 children to acquire basic skills and understanding, with a strong emphasis on developing their Speaking and Listening. These will be further developed in Upper KS2 alongside reading and writing skills, gradually progressing to more complex concepts and greater learner autonomy.

IMPLEMENTATION

Spanish will be taught through a systematic approach, ensuring that previous learning is continually revisited and built upon. It is important for Spanish phrases and instructions to be used outside of the lessons to ensure children become confident and fluent learners. This also encourages children to use the language as part of their everyday lives. Our broadening horizons curriculum will include theme days, Spanish Pen Pals and cross curricular Spanish activities such as dance in PE. This will incorporate the subject into their everyday life making it fun and engaging. Our resources and planning will enhance this by providing a complete array of progressive lessons and cross curricular opportunities. We will seek to give children at Bonneygrove a chance to hear phrases spoken using the correct pronunciation and through a range of mediums, before attempting to speak, read and write for themselves.

When teaching Spanish, to ensure progress we will develop progression maps for all staff to see how Spanish should be built upon each year. Every child will have their own learning and progression timeline which will help to make each lesson personal and measure progress in line with the curriculum.

At Bonneygrove Primary School, we make reasonable adjustments for all our children (including those with SEND). In our school, we ensure that all of our children registered as SEND, including the provision of auxiliary, are not at a substantial disadvantage compared with their peers. At Bonneygrove, we are guided by the SEND Code of Practice - Right Support, Right Place, Right Time March 2023. We recognise that each child has a specific need, including:

SEND area of need	Barrier to learning	Strategies
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<p>Communication interaction</p>	<p>and</p> <ul style="list-style-type: none"> • Noise (singing) • Difficulty processing language • Sensory overload 	<ul style="list-style-type: none"> • Ear defenders if needed • Use of technology for recording • Oral work- limit need for recording • Use of scribe • Matching pictures to words • Choosing pictures in response to words
<p>Cognition and learning</p>	<ul style="list-style-type: none"> • Remembering/ recall new vocabulary • Recalling new vocabulary • Difficulties with reading and writing in home language 	<ul style="list-style-type: none"> • Signing • Actions • Visuals – dual coding • Pre teaching • Overlearning • Different ways of recording • Use of sentence builders • Pictures and words matching • Use of technology for recording • Build confidence • Oral work- limit need for recording • Use of scribe
<p>Social, emotional and health difficulties</p>	<ul style="list-style-type: none"> • Remembering/ recall new vocab • Focus in lessons • Focus • Motivation • Frustration/self esteem 	<ul style="list-style-type: none"> • Praise and encouragement • Movement breaks
<p>Sensory and/or physical needs</p>	<ul style="list-style-type: none"> • Enlarged texts • Overlays • Sound buttons • Audio texts Enlarged resources • Technology for recording • Training for staff • Use of Braille if needed • Separate screen linked to whiteboard • Speak directly to child • Peer support (vary the peer) • Different ways of recording • Use of sentence builders • Use of technology for recording • Using movement finding objects • External advice • Amplification • Audio resources /headphones • Pictures with matched words • Position within the class • Simple instructions • Task planners 	<ul style="list-style-type: none"> • External advice • Amplification • Audio resources /headphones • Pictures with matched words • Position within the class • Simple instructions • Task planners • Use of signing if needed • Ensure mini- mic is working and check hearing aids daily • Enlarged texts • Overlays • Sound buttons • Audio texts Enlarged resources • Technology for recording • Training for staff • Use of Braille if needed

	<ul style="list-style-type: none"> • Use of signing if needed • Ensure mini- mic is working and check hearing aids daily 	<ul style="list-style-type: none"> • Separate screen linked to whiteboard • Speak directly to child • Peer support (vary the peer) • Different ways of recording • Use of sentence builders • Use of technology for recording • Using movement finding objects
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IMPACT

It has been shown that pupils who learn a foreign language early on do better on both verbal and math tests than those who do not. This means that by making the lessons engaging and meaningful will impact progress not only for Spanish but across the curriculum. By teaching Spanish from Reception up to year Six, we provide the foundation for learning further languages as they move on to secondary education and beyond.

We want to create confident learners key skills that they can apply as they travel and meet new people. If we can demonstrate the importance of learning a foreign language from an early age it will be the stepping stone for them to learn languages after primary school. The way we teach Spanish through a broad curriculum, linking in school visits, communications with Spanish schools and theme days will help children to become fluent in their learning and develop an appreciation for the language and others cultures. At Bonneygrove we aim to spark an interest in language and cultures through every lesson. Our children can then take this with them and build upon it when they move on. Progression maps, continual assessment and listening to pupil voice will mean that we can continue to make learning have a significant impact and be an enjoyable experience for every child.

Role of the subject Leader

Spanish will be led by the whole staff and each unit will be assessed at the end of each term. Children will also be individually assessed on each unit. It is the role of the subject leader to analyse these assessments to see where further intervention is needed. Standards of teaching and learning will be adjudged using work sampling and data review.

Objectives

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. Subject content

Foreign language Teaching will focus on enabling pupils to make substantial progress in Spanish. 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 Spanish will be on practical communication.

Pupils should be taught to:

- Develop an appreciation for the Spanish culture.
- Have an understanding of where Spain is and how their lifestyles are similar / different to that of our own.
- 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 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

Cultural Capital

Pupils are consistently exposed to new cultural experiences be it through the topics delivered, foreign language films and songs. Cultural capital is explicitly built into the curriculum via schemes of work and extracurricular activities for example theme days and penpal schemes. These spark interest in the children, helping them see how Spanish can impact them outside of school.

Cross-curricular skills and links

We have ensured that our Spanish curriculum relates to a wide range of topics across the curriculum. Children learn about healthy living and by the end of KS2 will be able to confidently name fruits and vegetables. The children will have opportunities to try different Spanish foods and follow a Spanish recipe. In key stage one they will learn their numbers to 10, this is then built upon in KS2. Our Spanish topics link closely to traditional tales and the children will have the opportunity to learn about different historical events that happened in Spain. They are able to explore the Spanish culture and speak to children from a Spanish school to ask them questions about their lifestyles.

Continuity and Progression

At Bonneygrove we recognised that children become more fluent and confident in a language if it is introduced early. This is why we have started teaching Spanish from Foundation Stage. In EYFS children join in with Spanish songs and use simple greetings.

Speaking

In Key stage one Pupils will also build up a bank of core vocabulary that they can relate to and re-use in the foreign language, thus helping develop their memory and retention skills so pupils can retain and recall the vocabulary taught in the long term. Pupils build upon this, using spoken simple sentences. As they move up to Key Stage 2, Pupils will engage in short, simple spoken tasks using supported short conversation scaffolds and role play activities. By the end of KS2 they will be able to confidently ask and answer questions.

Listening

Pupils are taught to understand very short passages of spoken language that they hear. The language they hear is based on the language they have been taught during the lesson so they are not exposed to any language that they will be unfamiliar with. They will learn to match the language they hear to images and/or words that they have been taught in their lessons. They will have the opportunity to explore traditional tales and by the end of KS2 be able to search for key words in texts to help them find the meaning.

Writing

Pupils start to develop their writing skills in the foreign language by filling in missing letters with relative accuracy for vocabulary. Pupils start to attempt to write a short simple sentence with an article, noun and verb. Initially this will be as a supported activity. As the children reach the end of KS2 they will be able to write a string of sentences in Spanish.

Equality of Opportunity

All children have equal access to the Spanish curriculum. The SLT, Class Teachers and are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress. Where appropriate, work will be adapted to meet pupils' needs and, if appropriate, extra support given. More able pupils will be given suitably challenging activities. Gender and cultural differences will be reflected positively in the teaching materials used.

All children have equal access to the Spanish Curriculum, its teaching and learning, throughout any one year. This is being monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

Assessment for Learning, recording and reporting

Throughout the school teachers will assess whether children are working at/above or below the expected level for their age based on their understanding and application of the content of the National Curriculum 2014. Progress and attainment is reported to parents through parents' evenings and end of year reports.

Marking for Improvement (see policy)

Any written work in Spanish is marked regularly and clearly, as an aid to progression and to celebrate achievement. When appropriate, pupils may be asked to self-assess or peer assess their own or other's work. Marking in a child's book must be relevant to the learning objective to help children to better focus on future targets.

Where Spanish lessons are verbal, many of the lessons will be recorded to keep evidence of children's pronunciation. This will then be played back to children to encourage self-assessment.

Resourcing

Our Language Angels Program works alongside our curriculum to support learning. This program helps children hear Spanish speakers. This increases children's confidence in delivering Spanish phrases fluently and correctly.

Pupil voice

"I like learning Spanish, we can use it when we go to secondary school. My brother learns Spanish in secondary school and I can tell him what I have learnt." Year 1 Pupil.

"I like the topics we are learning. If I go to Spain I will be able to talk to people there." Year 2 pupil.

"We have got to listen to Spanish music and learn the instrument names. I like hearing a Spanish person say it first to help me." Year 3 pupil.

"My teacher helps me say the words correctly. I want to go to Spain so I can order food." Year 4 Pupil.

"My lessons are fun. I want to meet someone Spanish so I can speak to them and ask them how they are." Year 5 Pupil.

"I think if I went to Spain I would be able to understand because of my lessons." Year 6 pupil.