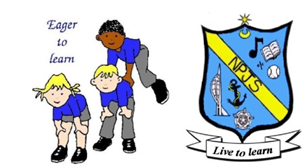
**Spanish Curriculum Statement**

**Intent**

In line with the 2014 National Curriculum for Languages, our aim is to provide a high quality curriculum for the learning of Spanish which links to and enhances the wider curriculum and enables all pupils to make substantial progress in the language, for practical communication and as a solid grounding for future learning of Spanish and other languages.

Children will:

* Develop resilience in language learning as well as enjoyment of it through a challenging scheme of work.
* Acquire language learning strategies for memorisation and retrieval as well as for listening, reading and understanding.
* Develop the skill of how to use a bilingual dictionary to decode unfamiliar language and extend their vocabulary.
* Be able to manipulate language to speak or write sentences creatively using prior knowledge of grammar and key features; with and without a dictionary.
* Have a solid grasp of the key sounds of the Spanish language and their corresponding graphemes and be able to apply this knowledge when speaking, listening and reading aloud
* Recognise some of the language patterns of the Spanish language and how these differ or are similar to English.
* Appreciate and be able to copy the sound of the language at text level through songs, stories and rhymes.
* Develop their cultural awareness and understanding of the world - especially with reference to Spanish speaking countries
* Make links between the learning of Spanish and the wider curriculum and be able to transfer their language acquisition and grammar skills to enhance their learning of English.
* Links between the learning of Spanish and the wider curriculum will allow pupils to transfer language acquisition and grammar skills to enhance their English learning and broaden their vocabulary as well as enhancing their cultural awareness and relevance of language learning.
* Appreciation of regional and national variations of Spanish vocabulary and pronunciation should enhance pupils’ own cultural identity and awareness of their local language variations, in particular, the conjugation of some common verbs.

See the Skills Progression document and Scheme of Work for specific detail.

**Implementation**

* Weekly lessons of 30 – 45 minutes are expected to be delivered by the class teacher with follow up activities for each lesson to increase exposure to the language between lessons.
* Teachers will have access to a detailed lessons plans and a range of resources, designed for use by non-specialists.
* Regular internal and external CPD will be made available, along with ad hoc support from the language lead to develop teachers’ ability and confidence to deliver Spanish lessons.
* A wide range of resources will be provided for interest and to support teaching such as audio enhanced interactive whiteboard resources, board games, videos, quizzes, songs and books.
* Authentic Spanish resources such as maps, posters, menus, songs, books will be used as much as possible, along with audio recordings of a native speaker.
* Where possible, teaching will link to the wider curriculum and pupils will make use a variety of skills to present their ideas, such as audiobooks, digital comics, drama or music.
* Vocabulary and pronunciation will be based on European, rather than South American Spanish.
* The lesson activities are challenging, varied and interactive, and develop listening, reading, speaking and writing skills using a variety of resources
* The lessons are designed to be progressive and build on prior learning through a ‘spiral’ approach to teaching, moving from word to sentence level over Key Stage 2.
* The choice of vocabulary ensures exposure to all the key phonic sounds and ability to build sentences using grammatical knowledge
* Lesson plans include ideas for support for the less able and to extend the more able
* It is expected that formative assessment in each lesson informs the planning and teaching of subsequent lesson plans
* Based on the evidence of the above records of achievement and progress, teachers can inform parents/guardians of this, using report statements which relate to the expected targets of each year group under the headings ‘emerging, expected and exceeding’

**Impact**

* The lesson plans indicate which activity is an opportunity to assess progress and is linked to the KS2 targets and in particular to those of the appropriate year group as detailed above
* A teacher assessment grid is provided to record attainment of each target for each skill in each year group and to track progress
* The completed activities in the pupil books gather evidence of the listening, reading and writing targets
* Evidence of speaking activities can be gathered by making audio or video recordings of the suggested activities in the lesson plans
* Children self-assess their progress at the end of each section of work and comment on their grasp of the new knowledge. Teachers will also be expected to provide a written response to this.
* To enhance the impact on enjoyment and intercultural understanding, the school will consider organising language events and competitions; making penfriend links; provide access to out-of-school online materials; take-home bags of resources etc.
* All of the above provides evidence that the ‘statements of intent’ are met

**Review**

When:

By whom:

Agreed:

**TEAMWORK RESILIENT INDEPENDENT CHALLENGE CREATIVE**

 **TRIO RUBY ISAAC CHARLIE CHRISTOPH**