



School Vision:

Children leave Eastbury Farm having been inspired to become confident and successful learners, ready to explore their future as resilient and responsible individuals.

Spanish Vision:

Children leave us feeling confident communicating in Spanish, having acquired a strong foundation of a new language whilst having an appreciation of other cultures, countries and people. They recognise that with this understanding and knowledge they can broaden their horizons beyond their home country.

Intent:

Throughout our Spanish curriculum, we aim to inspire children's curiosity and interest to explore a new language by introducing it to them in an enjoyable way. We want to nurture a lifelong passion and curiosity for languages and to consolidate the skills for future language learning. This will help the children to develop communication skills, the confidence to explore other cultures and make them aware of cultural similarities and differences.

We believe that learning a foreign language provides a valuable educational, social and cultural experience, that will help to give the children a new perspective and positive view of the world.

In these 4 areas, the children will:

Speaking and listening

- Encounter a range of situations, audiences and activities designed to develop competence, accuracy and confidence in speaking and listening
- Develop their oral abilities
- Develop listening and comprehension skill through a variety of means to include both reciprocal and non-reciprocal situations
- Be able to express opinions, articulate feelings and formulate appropriate responses to increasingly complex instructions and questions
- Produce short presentations, which involve speaking in Spanish

Reading

- Read short texts for enjoyment and to practise vocabulary and linguistic structures
- Read short texts to gain awareness of the structures of written Spanish and begin to learn the grapheme-phonetic relationship

Writing

- Copy and write high frequency words e.g. days, months, name age, etc.
- Write sentences from memory
- Develop short texts using writing frames
- Produce short presentations using ICT

Inter cultural understanding

- The children will be given opportunities to learn about the culture of the countries where Spanish is spoken.

This will be achieved through the specific study of:

Cycle A In Year 3/4	Cycle B In Year 3.4
Greetings and social conventions Around Me	Greetings and social conventions Weather and Seasons

Implementation:

Our scheme of learning follows the National Curriculum. It allows for appropriate sequencing and aims to secure long-term memory as well as the enjoyment of learning a MFL. Each lesson will begin with a starter designed to revisit language learnt previously that week, that month or the term before. Regular and frequent revisiting of knowledge is explicit and systematically integrated into planning. We integrate language learning into everyday school life by giving children the opportunity to practise the foreign language during the school day and in other subject areas. For instance, there are signs in Spanish around school, by doing the register, greeting each other and their teachers, asking the date or being given simple instructions that the children are encouraged to respond using the language that they have learned. This reinforces the vocabulary and structures they have learned and gives them the opportunity to use and develop the language for communicating in a relax real-life contexts.

The key areas of speaking and listening, reading and writing and grammar are developed throughout KS2 in order to prepare children for secondary education.

Our Teaching/Learning Sequence:

LKS2 (Years 3&4)

- There is a particular emphasis on speaking and listening to grasp Spanish phonics. Plenty of songs make the language fun and engaging. This will allow children to be more confident speakers and readers in the future.
- We put Spanish into context by comparing its structures to other languages.
- Access to familiar stories help children to recognise known ideas and concepts in Spanish (use of the bilingual section of the school library).
- We start learning basic semantical structures that will allow children to express simple information.
- We will start connecting vocabulary and grammatical structures.

UKS2 (Years 5&6)

- In UKS2, we build on previous learning.
- Children will be introduced to new vocabulary and semantical structures to express new ideas.
- A more even focus is now placed on reading and writing in Spanish.
- They will continue to be independent in developing their own vocabulary using bilingual dictionaries.
- More challenging songs and stories will be give children more access to more advanced language.
- They will start developing translation and interpreting skills.

Progression takes the form of increasingly demanding grammatical structures, based around the principle of hubs around simple verbs. The children are gradually asked to respond to longer

Impact:

Children will have developed the confidence to communicate in Spanish for practical purposes and acquired the knowledge and skills to help them with future language learning.

Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent linguists throughout their education and lives.

This will be evidenced through continuous monitoring carried out by the Subject Leader through:

- Learning Walks
- Pupil Voice
- Work Scrutiny
- Planning Scrutiny (that is progressive and builds upon children's existing skills and knowledge)

A Spanish world
My family
When is your birthday?
Pets and animals
Spanish festival
In Year 5/6
Me and my city
My school
A day in school
Weather and clothing
Food
Leisure activities and travel

Me and my family
All about me
Me and my pet
Food
Spanish festival
In Year 5.6
Social conventions and role play
Parts of the body
Work and leisure
Stories and festivals in Spain
My house
Let's talk

pieces of Spanish. Only oral Spanish is presented at first, with oral responses required. As pupils confidence in speaking, reading and understanding the language grows they will be asked to produce short pieces of writing or undertake a short presentation.

Subject Leader Expectations:

- 45 minutes of Spanish teaching per week in KS2
- Planning should be based on the National curriculum
- Develop skills through different learning strategies
- Children to begin to understand a new language and communicate in it at different times during the school day e.g. register, morning/afternoon greetings
- Encourage children to use their knowledge of the foreign language with growing confidence, both to understand what they hear and read, and to express themselves in speech and writing
- Adaptive teaching to take place during lessons
- At the end of each unit, teachers should assess children into these categories: on track to be pre key stage, on track to be WTS, on track to be EXS, on track to be GDS based on their performance throughout the unit
- Spanish resources used to enhance teaching and learning
- Class teachers to inform Spanish SL when resources are missing or stock needs replenishing
- Spanish vocabulary to be displayed around school and in classrooms
- Where possible, Spanish should be embedded across the wider life of the school e.g. Christmas Carol sung in Spanish, food tasting opportunities