



Spanish Curriculum Intent, Implementation and Impact Statement



Intent

The intent of Church Vale's Spanish curriculum is to enable our pupils to be able to experience a new language. Through learning a new language, we intend this to extend the children's aspirations, extend their knowledge of another country and language and help them believe travel and communication is possible for them.

Learning a language enriches the curriculum, providing excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others. Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children's ideas in this critical area as well as giving them a new perspective on their own language.

Church Vale Primary School intends to use the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

The intent is that all content will be continuously updated and reviewed annually, creating a dynamic programme of study that will be clearly outlined in both long-term and short-term planning. This will ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase and, in so doing, will always be relevant and in line with meeting or exceeding national DfE requirements.

The four key language learning skills; **listening**, **speaking**, **reading** and **writing** will be taught and all necessary **grammar** will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas. In addition, the children will be taught how to look up and research language they are unsure of and they will have a bank of reference materials to help them with their spoken and written tasks going forward. This bank of reference materials will develop into a reference library to help pupils recall and build on previous knowledge throughout their primary school language learning journey.

The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

Key Concepts

Spanish is taught across KS2 and the key skills for learning a language are:



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- **To listen and respond to rhymes, stories and songs**
develop speaking and listening skills.
gain enjoyment, pride and a sense of achievement;
explore and apply strategies to improve their learning;
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
appreciate stories, songs, poems and rhymes in the language
- **To perform/present information**
develop speaking and listening skills.
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
present ideas and information orally to a range of audiences
speak in sentences, using familiar vocabulary, phrases and basic language structures
- **To read and understand main points in a written passage**
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
read carefully and show understanding of words, phrases and simple writing
- **To write sentences about a range of topics**
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
read carefully and show understanding of words, phrases and simple writing
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*
broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
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
- **To research, compare and present information about another culture**
become aware that language has a structure, and that this structure differs from one language to another;
- **To make connections to the English culture/language**
foster an interest in learning another language;
become aware that language has a structure, and that this structure differs from one language to another;
explore their own cultural identities and those of others.
appreciate stories, songs, poems and rhymes in the language

Each topic will include 'cultural capital' – the knowledge foundations which we will expect pupils to retain and be able to recall so that they are able to utilise this to complete related tasks. This 'cultural capital' will be made explicitly clear in planning.



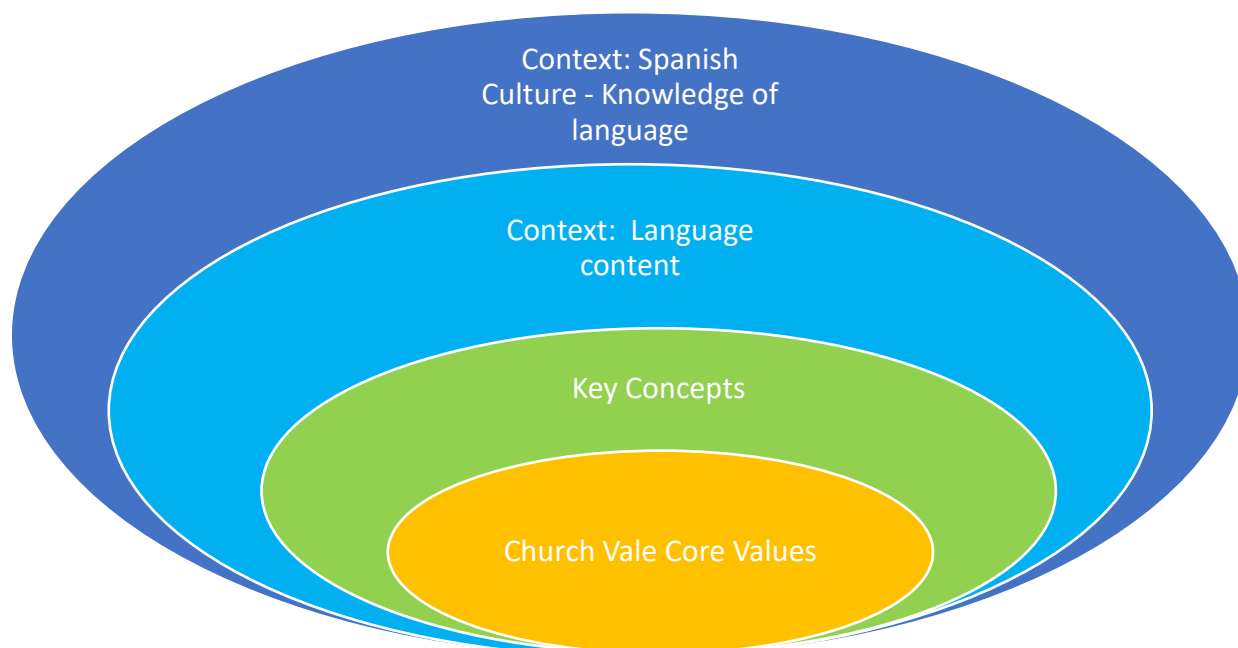
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Interwoven throughout the Spanish curriculum, our three **core Church Vale values** of **possibilities**, **community**, and **self-awareness** will be explicitly explored alongside and within our breadth of study.

Implementation

All classes will have access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons in Year 3-6 which will be taught by class teachers or teaching assistants.



Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.

All teachers will know where every child is at any point in their foreign language learning journey.

The planning of different levels of challenge (as demonstrated in the various Language Angels Teaching Type categories) and which units to teach at each stage of the academic year will be addressed dynamically and will be reviewed in detail annually as units are updated and added to the scheme. Lessons offering appropriate levels of challenge and stretch will be taught at all times to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for the language(s) they are learning.

Early Language units are entry level units and are most appropriate for KS1 and Year 3 pupils or pupils with little or no previous foreign language learning. For Term 1 Year 3 & 4 started here.

Intermediate units increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to pupils. Intermediate units are suitable for Year 4-5 pupils or pupils with embedded basic knowledge of the foreign language.

Progressive and **Creative Curriculum** units are the most challenging units and are suitable for Year 6 pupils or pupils with a good understanding of the basics of the language they are learning.

Grouping units into these **Teaching Type** categories ensures that the language taught is appropriate to the level of the class and introduced when the children are ready. Children will be taught how to



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listen and read longer pieces of text gradually in the foreign language and they will have ample opportunities to speak, listen to, read and write the language being taught with and without scaffolds, frames and varying levels of support.

Early Language Units (entry level) and Core Vocabulary lessons are designed to run for approximately 30 minutes. Intermediate, Progressive and Creative Curriculum units are designed to run for approximately 45 minutes. Please see timetables, with a minimum expectation of 30 minutes per week.

Units, where possible and appropriate, will be linked to class topics and cross curricular themes. Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: **listening, speaking, reading and writing**. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge. Teachers are provided with a **Progression Map** and **Grammar Grid** (downloadable from the "Curriculum Guidance" area of the Language Angels website) to ensure all children are progressing their foreign language learning skills and are taught the appropriate grammar at the right time in their foreign language learning journey. Grammar rules and patterns will be taught by level of challenge:

- We start with **nouns and articles** and **1st person singular of high frequency verbs** in **Early Learning** units.
- We move on to the use of the **possessive**, the **concept of adjectives**, use of the **negative form**, **conjunctions/connectives** and introduce the **concept of whole regular verb conjugation** in **Intermediate** units.
- We end with **opinions** and introduce the **concept of whole high frequency irregular verb conjugation** in **Progressive** units.

Grammar is integrated and taught discreetly throughout all appropriate units. Teachers can also use the specific **Grammar Explained** units to ensure pupils are exposed to all of the appropriate grammar so they are able to create their own accurate and personalised responses to complex authentic foreign language questions by the end of the primary phase.

The **Progression Map** shows precisely how pupil foreign language learning across the key skills of **speaking, listening, reading, writing and grammar** progresses within each Language Angels 'Teaching Type' and also how the level of learning and progression of each pupil is increased as pupils move across each subsequently more challenging Language Angels 'Teaching Type'. **It is a visual demonstration of the progression that takes place WITHIN a 'Teaching Type' and also ACROSS each 'Teaching Type'.**

Church Vale has a **unit planner** in place which will serve as an overall 'teaching map' outlining for all teachers within the school what each class in each year group will be taught and when it will be taught. Each class in each year group will have an overview of units to be taught during the academic year to ensure substantial progress and learning is achieved. Each teaching unit is divided into 6 fully planned lessons.

- Each unit and lesson will have clearly defined objectives and aims.



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- Each lesson will incorporate interactive whiteboard materials to include ample **speaking** and **listening** tasks within a lesson.
- Lessons will incorporate **challenge sections** and desk-based activities that will be offered will three levels of stretch and differentiation. These may be sent home as homework if not completed in class.
- **Reading** and **writing** activities will be offered in all units. Some extended reading and writing activities are provided so that native speakers can also be catered for.
- Every unit will include a **grammar concept** which will increase in complexity as pupils move from **Early Language** units, through **Intermediate** units and into **Progressive** units.
- Extending writing activities are provided to ensure that pupils are recalling previously learnt language and, by reusing it, will be able to recall it and use it with greater ease and accuracy. These tasks will help to link units together and show that pupils are retaining and recalling the language taught with increased fluency and ease.

Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit they will build their knowledge and develop the complexity of the language they use. We think of the progression within the 6 lessons in a unit as '**language Lego**'. We provide blocks of language knowledge and, over the course of a 6-week unit, encourage pupils to build more complex and sophisticated language structures with their blocks of language knowledge.

Pupil learning and progression will be assessed at regular intervals in line with school policy. Teachers will aim to assess each language skill (**speaking, listening, reading** and **writing**) twice throughout each scholastic year to be able to provide reference points against which learning and progression in each skill can be demonstrated.

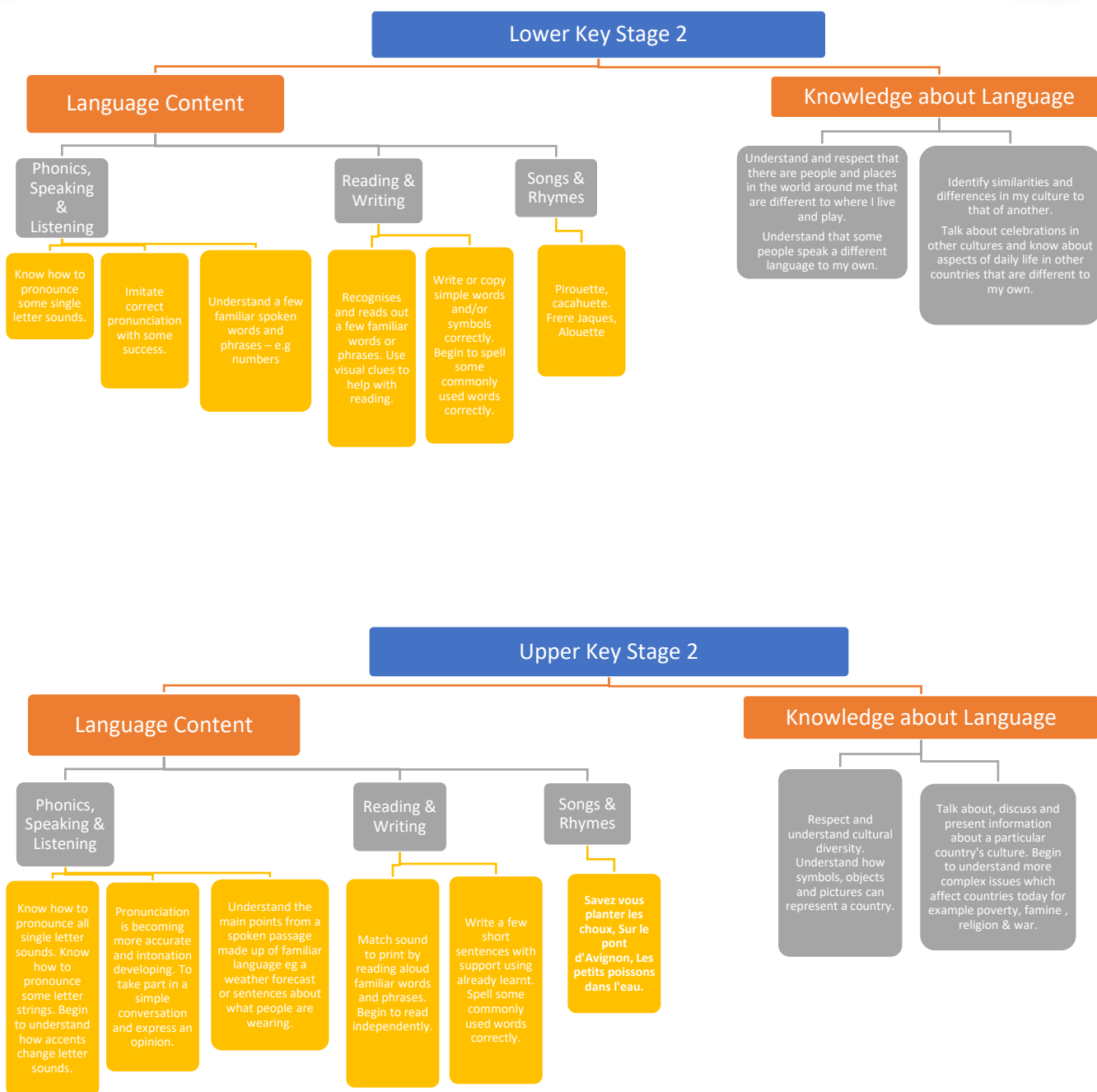
In addition to following the lessons provided in the Language Angels scheme of work and resources, teachers are encouraged to also do some of the following:

- Foreign language celebration assemblies.
- Cookery sessions of traditional foods from the country of the language being studied.
- Weather forecasts based on maps from the country of the language being studied.
- Spanish interactive display to encourage extra practice and share knowledge across the school.

Content



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Topics explored can be flexible, as long as the concepts are explored by the end of each stage of learning. Teachers within each key stage may either allocate specific contexts to their year groups, or adopt a collaborative two year rolling cycle. Teachers will use Language Angels as a teaching aid.

Pupils will gain 'cultural capital', build on their key concepts as they are applied to the knowledge they acquire and will have a central task throughout the topic in which to demonstrate their learning and understanding.



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Progression of Key Concepts

	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Phonics, Speaking & Listening	Understand a few familiar spoken words and phrases – e.g. - teacher's instructions - days of the week - a few words in a song - colours - numbers	Understand a range of familiar spoken phrases – e.g. basic phrases concerning myself, my family and school Respond to a clear model of language.	Understand the main points from a spoken passage made up of familiar language – e.g. - short rhyme or song - basic telephone message - weather forecast	Understand the main points and some of the detail from a short spoken passage – e.g. - sentences describing what people are wearing - an announcement
	Say and/or repeat a few words and short simple phrases – e.g. - what the weather is like - naming classroom objects Know how to pronounce some single letter sounds. Imitate correct pronunciation with some success.	Answer simple questions and give basic information – e.g. - about the weather - brothers and sisters - pets Know how to pronounce all single letter sounds. Show an awareness of sound patterns. Be clearly understood.	Ask and answer simple questions – e.g. - taking part in an interview/survey about pets/favourite food - talking to a friend about hobbies Talk about personal interests. Know how to pronounce some letter strings.	Take part in a simple conversation. Express an opinion. Know how to pronounce a range of letter strings. Begin to understand how accents change letter sounds. Can substitute items of vocabulary to vary questions or statements. Pronunciation is becoming more accurate and intonation is being developed.
Reading & Writing	Recognises and reads out a few familiar words or phrases – e.g. from stories and	Understands some familiar written phrases – e.g. simple weather	Understands the main point(s) from a short written text – e.g. simple messages on a postcard/in an email	Understand the main points and some of the detail from a short written text.
	rhymes - labels on familiar objects - the date Use visual clues to help with reading.	phrases basic descriptions of objects	Match sound to print by reading aloud familiar words and phrases. Use a book or glossary to find out the meanings of new words.	Begin to read independently. Use a bilingual dictionary to look up new words.
	Write or copy simple words and/or symbols correctly – e.g. - personal information such as age - numbers - colours - objects Select appropriate words to complete short phrases or sentences.	Write one or two short sentences with support e.g. a model or fill in the words on a simple form – e.g. - shopping list - holiday greetings by email/postcard Begin to spell some commonly used words correctly.	Write a few short sentences with support using already learnt – e.g. - postcard - simple note or message - identity card Spell words that are readily understandable.	Write a short text on a familiar topic, adapting language already learnt. Spell commonly used words correctly.
Knowledge about Language/Intercultural	Understand and respect that there are people and places in the world around me that are different to where I live and play. Understand that some people speak a different language to my own.	Identify similarities and differences in my culture to that of another. Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own.	Respect and understand cultural diversity. Understand how symbols, objects and pictures can represent a country.	Talk about, discuss and present information about a particular country's culture. Begin to understand more complex issues which affect countries in the world today for example poverty, famine religion and war.



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Impact

1. To increase understanding of oneself and ones' own culture and to increase global understanding

"A different language is a different vision of life." – *Federico Fellini, Italian film director*

2. To increase native language ability

"Those who know nothing of foreign languages, knows nothing of their own." – *Johann Wolfgang von Goethe*

3. To sharpen cognitive and life skills

"We have strong evidence today that studying a foreign language has a ripple effect, helping to improve student performance in other subjects." – *Richard Riley, U.S. Secretary of Education under Bill Clinton*

4. To appreciate international literature, music, art and film

The satisfaction of being able to explore the fine arts and film in different languages enables us to truly appreciate the world around us.

5. To make travel more feasible and enjoyable

6. To improve employment potential and to expand study, live and work abroad options

Donna Savage

July 2024