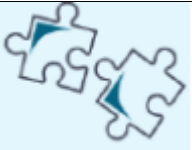


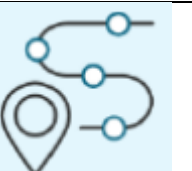














Spanish Curriculum

To provide an opening to other cultures and foster pupils' curiosity of the world. To provide a foundation for learning further languages and equip pupils to study and work in other countries.

INTENT		IMPLEMENTATION		IMPACT	
 <p>Alignment to National Curriculum</p>	<p>Children will speak in Spanish 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. Children will write in Spanish at varying length, for different purposes and audiences, using a variety of grammatical structures that they have learnt. They will discover and develop an appreciation of a range of writing in Spanish. The Leader ensures we are up to date and in line any changes within the National Curriculum and Ofsted framework.</p>	 <p>Pedagogical Approaches</p>	<p>We often use puppets and soft toys to demonstrate Spanish, and when possible also invite native speakers into the classroom, in order to expose the children to more than one voice in the foreign language – Senorita Gina in UKS2. We also use a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games, as we believe that this serves to reinforce memory. We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages.</p>	 <p>Approach to Assessment</p>	<p>There is no formal assessment for Spanish. Throughout the course of the year, teacher's own assessment monitors pupil performance and progress during learning; the outcomes of which we will use to ensure that work matches the individual needs and abilities of pupils. Teachers use formative assessment, low stake quizzes, challenge provision and tailored questioning to assess.</p>
 <p>Sequencing and end points</p>	<p>The Spanish curriculum has been carefully designed to ensure clear progression of vocabulary, phonics, grammar and structures/features. Pupils begin learning Spanish in KS2, focused on key words that do not require a phonetical or grammatical understanding at that stage. By the time pupils leave St Annes, they will be</p>	 <p>Teacher's Expert Knowledge</p>	<p>The support package in place for teachers is SIL. We use a whole school approach to teaching Spanish which is consistent throughout the school. It provides resources and a native speaker which helps less confident teachers to deliver the Spanish curriculum. Teachers are regularly directed to</p>	 <p>Performance Data</p>	<p>The school tracks foundation subjects very broadly to ensure that pupils are working within the curriculum expectations for their year group. This is reported to parents within parent's evenings and end of year reports. Children are recorded as ARE, GD or WT if they have remembered the</p>

	able to understand and respond to spoken and written Spanish language from a variety of authentic sources, including through communication with Senorita Gina. Children at St Annes will be well prepared in Spanish for transition to high school.		resources and websites to further their knowledge and confidence with teaching Spanish.		knowledge, vocabulary and skills planned out for that unit of work.
 <p>Communication Aims</p>	The ability to understand and communicate in another language is a lifelong skill for education, employment and leisure in this country and throughout the world. Learning another language raises awareness of our multi-lingual and multi-cultural world. At St Annes, children have opportunities to share their learning in a variety of ways, such as assemblies, clubs and celebration days. Pupils learn to appreciate different countries, cultures, communities and people.	 <p>Promoting Discussion and Understanding</p>	We give pupils plenty of opportunity to practice and therefore remember key vocabulary through talk tasks with their partner. They are encouraged to express their opinions and their own personal experiences. Teachers also focus on correcting pronunciations during role play. Each year group has Spanish vocabulary for everyday items displayed and this develops conversational language and encouragement of using key vocabulary. This is also throughout the school in areas such as the office and school dining room.	 <p>Pupil's Work</p>	Children's work will be evident in their Spanish folders. Speaking activities can be recorded using the school I pads and saved in a Year Group Folder for assessment purposes.
 <p>Addressing Social Disadvantage</p>	The ability to understand and communicate in another language is a lifelong skill for education, employment and leisure in this country and throughout the world. Learning another language raises awareness of our multi-lingual and multi-cultural world. At St Annes, children have opportunities to share their learning in a variety of ways, such as assemblies, clubs and celebration days. Pupils learn to appreciate different countries, cultures, communities and people.	 <p>Knowing More and Remembering More</p>	By the end of Year Six, we also expect children to have made meaningful progress in preparation for studying Spanish in secondary school. This way they can make connections to what they already know. We focus on Spanish at St Annes as our key MFL, to ensure children make substantial progress in that one language. This way the children will know more, and remember more.	 <p>Monitoring and Evaluation</p>	The Spanish curriculum leader talks to pupils in all year groups as part of the monitoring cycle to gauge their attitudes towards the Spanish curriculum, to determine whether they know more and remember more. This pupil voice can also be used to inform curriculum leader of the pedagogies that suit particular Year Groups more.

 <p>Local Context</p>	<p>Visits and visitors are integral to Spanish to emphasise to pupils the links with the real world and expose pupils to possible language careers. Pupils explore community links as a visit local secondary school for the children to experience a Spanish food tasting and workshop day. The children may also have the opportunity to visit a local Spanish restaurant such as Tapas Tapas to explore ordering in the Spanish language.</p>	 <p>Teacher Assessment</p>		 <p>Actions</p>	<p>For teachers to engage with the SIL curriculum, embed teacher assessment whilst also developing links with local secondary schools and the community further.</p>
 <p>Enrichment</p>	<ul style="list-style-type: none"> • Themed Spanish Day • Visit from local GCSE and sixth-form students • Visit to local Secondary School for Spanish workshops • Visit to local tapas restaurant 				