



St Edmund's and St Thomas' Catholic Primary School

Spanish Curriculum Statement

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Curriculum Intent

At Saint Edmund's and Saint Thomas' Catholic Primary School we aim to provide a modern foreign language curriculum which will promote a natural cultural and linguistic curiosity in our children. We have chosen to teach Spanish in our school. Learning a language, and its culture broadens pupils' empathy and cultural outlook. We believe that the earlier the child is exposed to a foreign language, the easier it is to develop their listening, reading, writing and speaking skills.

Learning Spanish at Saint Edmunds and Saint Thomas allows our children to compare and contrast their understanding of their own language with another language. It helps them make connections in their knowledge of spoken and written language and reinforces generic language skills.

Through teaching Spanish, new opportunities for cultural understanding and the development of global citizenship are explored as our children learn that Spanish is spoken by over 463 million people and in twenty countries beyond Spain and beyond the continent of Europe.

We believe that our Spanish curriculum offers a coherently planned sequence of lessons, ensuring progressive coverage of the skills required by the national curriculum. It aims to foster children's curiosity and help deepen their understanding of the world. Our aim is to enable children to express their ideas and thoughts in Spanish, providing opportunities for them to interact and communicate with others for practical purposes; both in speech and in writing. All children, as they pass through Key stage 2 will be confident to engage in conversations in Spanish, and be able to enjoy and value learning and master skills for the modern world.

All children, regardless of background or any additional needs, have the right to a good quality education. Through adaptation and additional support, all children can enjoy learning a language, develop communication skills, discover more about the world and its diversity, and celebrate and appreciate cultural and linguistic differences. These skills can then be linked to and developed in other curriculum areas.

Curriculum Implementation

Our school follows the Primary Languages Network scheme of work. It is a live scheme which is continually updated and revised in order to meet with current curriculum standards. It holds at its core the Intent, Implementation and Impact of modern foreign languages whilst maintaining a 'primary school' focus. Alongside the planning provided, the scheme is supported by accompanying videos, PowerPoints, audio files (spoken by native speakers), links to authentic literature, songs, games, cultural points of reference, seasonal events and cross-curricular links.

The Primary Languages Network provides a range of approaches to teaching a scheme of work for Spanish. St Edmund's and St Thomas' Catholic Primary school has determined to approach the PLN scheme through Video 2 teach programme. This approach is highly supportive of non-specialist teaching staff and has developed comprehensive resources to ensure high quality coverage of the modern language curriculum, Spanish for all Key Stage 2 staff.

The children in Key Stage 2 build up their knowledge and skills by working through the language learning stages from Stage 1 in Year 3 to Stage 4 in Year 6. The scheme of work is progressive, with the foundations being laid in Stages 1 and 2, ready for further development and challenge in Stages 3 and 4. The Key Stage 2 classes will all start at Stage 1 as modern foreign languages has been relaunched this year after the disrupted curriculum years.

Implementation - Teaching and Learning: To promote an active learning of languages, a range of teaching methods are implemented to ensure that the children are developing their linguistic skills through listening, speaking, reading and writing in order to be ready for secondary education. Activities may consist of actions, rhymes, stories, song, drama, grammar focus, video clips, writing, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills. Written work will be kept in workbooks, although formal writing is not the outcome of every lesson. The skill of writing is developed through use of whiteboards and air writing leading to writing in books.

At the heart of the long-term planning in the Primary Languages Network scheme is the focus on the theme content, phonics, grammar and language learning skills. The repetitive revisiting approach to language learning is structured in such a way that language learning skills are **started** in stage 1(year3) **revisited and developed** in stage 2 (year 4), **revisited and extended** in stage 3 (Year 5) and **revisited and enhanced** in stage 4 (Year 6)

The four core skills of listening speaking reading and writing are reflected in the scheme of work and medium-term planning for each year group or stage. It is essential that children have a grasp of all four language skills, yet this must be structured and built carefully. In Lower Key Stage Two, there is a large emphasis for children to develop their listening and speaking skills as this allows them to begin creating a bank of Spanish vocabulary and to develop an understanding of the phonetical rules. It also ensures

children have a love of language and are confident in speaking and engaging in conversations. Children will start to look at basic grammar rules which will support their language learning. Opportunities are, however, provided for children to practise their reading and writing skills in these early stages. By Upper Key Stage Two, these skills will be developed on and extended with plenty of opportunities to practise their reading and writing skills. Children will write at some length and be able to read longer passages of Spanish. They will also be confident to perform a short conversation in Spanish showing the skills they have acquired. Alongside this, they will also look at more complex grammar rules and compare these to English rules. Throughout this, there have been opportunities to enhance children's knowledge about Spanish life and culture which will enthuse them about language learning and offer them a broader view of the world.

Individual lessons on the Primary Languages Network incorporate a range of media with a native Spanish speaker introducing new language on video sections, conversation skills, songs and language games which include reading and writing challenges and a continual focus on self-assessment through a range of assessments at half termly periods.

Curriculum Impact

Assessment

Teachers will focus on a maximum of two core skills per half term e.g. Listening and Speaking or Reading and Writing. Progress is measured through skill descriptors according to stage (which are set out in the PLN benchmark descriptors). Assessment is based using the Assessment Benchmarks to track progress with the (working towards/ emerging/ meeting/exceeding) statements. In order to assist in the process of self-assessment the school will use the Assessment for Learning PLN Record Clouds. Observation and monitoring by the subject leader will review the progress of children, the approach by the staff and develop the PLN resource library for staff.

Children will continuously build on their knowledge and skills in the four core skills and the continual opportunity to develop conversational Spanish will reinforce their knowledge of vocabulary which is useful and relevant to early language learning.

The impact of learning Spanish must be that it is used outside of language lessons to breathe life into these skills and allow our children at St Edmund's and Saint Thomas strengthen their communication and begin to make the early exploration into etymology when comparing words in English with those of other foreign languages.

When the four skills of speaking, listening, reading and writing are forged to provide a comprehensive approach to learning Spanish as it is with the school's adopted scheme, the children at Saint Edmunds and Saint Thomas Catholic Primary School will develop a strong linguistic competence and will have firm foundations for pursuing this study in Key Stage 3.

The overarching impact of our modern foreign language curriculum is that children learn and utilise skills in communication in a second language and that they feel empowered to express themselves confidently in their onward learning journey. Enthusiastic vibrant teaching approaches will be critical to ensuring this impact.