



St Michael's C E Primary

Curriculum Policy: LANGUAGES (SPANISH)

"We are the seeds. Our school is the good ground which provides everyone with all they need to grow and achieve." (Our children)

St Michael's is a Church of England Primary School built on distinctive Christian Values at the very heart of its community.

We will provide:

- a welcoming, inclusive school with strong relationships across our community, that celebrates diversity;
- excellent teaching with a nurturing approach, guiding first steps to next steps;
- an inspirational and challenging curriculum which ignites curiosity, encourages resilience and grows confidence so children become lifelong learners;
- a happy, safe and stimulating environment in which children can achieve their full potential;

So that our children will flourish in all they do and become good citizens

"And some seed fell on good ground. This seed grew and made 100 times more grain." (Luke 8:8)

Respect, Persevere, Achieve

Languages (Spanish)

To be read alongside school's Curriculum Aims, Teaching and Learning Policy and Assessment and Feedback Policy

Rationale

We believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. Pupils show resilience in developing the ability to communicate, including key skills of speaking and listening and extends pupils' knowledge of how language works. Learning another language gives children a new perspective on the world, taking responsibility for communicating with others in their own language and encouraging them to respect their own culture and that of others.

All Key Stage 2 pupils are entitled to foreign language learning in school time. St Michael's Primary School recognises the value of this initiative and provides age-appropriate Primary Languages learning opportunities for all children in Years 3 – 6. The focus language taught in our school is Spanish

Aims

- To enable children to understand and communicate in another language.
- To develop an enthusiasm for language learning.
- To develop language skills and language learning skills.
- To give the children confidence in interacting with others.
- To increase the children's global awareness.
- To awaken and develop an interest in foreign cultures and life-styles.
- To develop the children's understanding of themselves and their culture.
- To encourage tolerance and a willingness to work co-operatively.
- To enable children, who have the opportunity, to travel abroad with enjoyment, confidence and interest.
- To give a sound start for further development of languages at Key Stage 3 and beyond.
- To continually review and modify the curriculum in light of current research and the needs of the school.

Implementation of the Policy

At St Michael's Primary School our Languages curriculum reflects continuity and progression across KS2. Staff use the 'Rachel Hawkes' Scheme of Work to support with planning.

The planned schemes of work take into account that to progress in their language learning, children should be given opportunities to reuse, in an increasing range of contexts, the skills, vocabulary, structures and grammar they have learnt. As they become more competent in using the foreign language, they should be encouraged to manipulate language more independently.

The schemes of work consolidate and build on language skills over time and children's knowledge of English. Children are encouraged to increase their knowledge of grammar and how language works and to explore differences and similarities between the new language and English or another language. They should also be taught phonics and explore the different phonemes to improve pronunciation and spelling.

Big Ideas in Spanish

How languages work

-pupils understand the elements of language and lay the foundations for future language learning.

Developing key skills

-pupils understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

Making substantial progress

-pupils learn Spanish throughout KS2 allowing them to gain a thorough and in depth understanding of the National Curriculum content

St Michael's Primary School Approach to Languages

At St Michael's Primary School, appropriate language methodology for young language learners will comprise many different kinds of teaching and learning including:

- direct teaching, through whole-class and small-group sessions;
- use of games and activities requiring a physical response;
- opportunities for pupils to apply their learning, either on their own, e.g. reading or writing independently, or with others, e.g. working in pairs or small groups, or communicating with people in other countries, with varying degrees of support;
- opportunities for pupils to reflect on and reinforce their own learning, e.g. learning by heart or revising work.

Successful strategies used in English lessons will be adopted in languages lessons with the older children, for example, text, sentence and word level work using foreign language 'story' books. 'The Look Cover Write Check' method for learning to spell words in English will also be used to learn

words in other languages when appropriate. Successful strategies from Maths lessons will be replicated and maths equipment will be used to help consolidate the learning of numbers. There is a lot of active learning and the use of games, songs, dance, rhymes, story-telling and role play is encouraged. Languages are taught following the National Curriculum 2014. Staff are supported in planning by using the 'Rachel Hawkes' Scheme of Work. To deliver the curriculum effectively, and to try and encourage use of the target language, a wide range of equipment is used, including the safe use of technology and the internet. In addition to a discrete language lesson, class teachers look for opportunities to consolidate learning in other contexts, such as taking the register and classroom instructions.

Personal Development

The teaching of Languages at St Michael's Primary School allows many opportunities for pupils' personal, spiritual, moral and cultural development. Pupils are fascinated by linking their own language to another language and exploring the new words and phrases. Pupils get excited about learning a new language. All pupils are at the same starting point and it allows them to build a foundation for their next step in Languages. Pupils recognise the importance of learning a language from another country to enable them to respect how difficult it is when people visit Britain and try to speak a new language. Pupils are learning to take the risk of making mistakes and appreciating that other pupils are attempting to speak another language. In learning a language from another culture, pupils begin to appreciate the similarities and differences between Spain and the Spanish-speaking world and Britain.

Assessment

At St Michael's Primary School we assess the children's work in Languages by making informal judgements as we observe the children during lessons. Evidence of pupil achievement is located in the Spanish books and in class record books. Prior knowledge is continuously recapped and revisited through low-stakes quizzing at the start of each lesson and spot checks within lessons. Staff will store digital evidence of speaking and listening activities (including photos and videos) on a secure iPad or on the school network. Higher Order Thinking questions are planned carefully to check depth of understanding each session. Gathering qualitative evidence by speaking to pupils, scrutinising pupils' work and observing lessons gives the subject leader a clear overview of standards across school.

Differentiation - scaffolding

At St Michael's Primary School we aim to encourage all children to reach their full potential through the provision of varied opportunities and scaffolding. We recognise that our curriculum planning must allow children to gain a progressively deeper understanding and competency in learning Languages as they move through our school.

More Able Learners

More able learners will be identified as part of our formative and summative assessment procedures. We will provide for their needs through a framework of high quality first teaching which focuses on ensuring the children are challenged appropriately. In addition, we will focus on developing their learning behaviours, including, greater reflection, problem solving and enquiry, making connections, higher order thinking skills and independent learning. The progress of more able learners will be rigorously tracked to ensure more able children reach their full potential.

SEND/Inclusion

Children who are identified as being on the SEND register will be given support as identified on their Individual Provision Map. A variety of support materials and advice are available from SENDCo, Mrs C Mackay. Children are supported in the first instance through quality first teaching. Lessons will be differentiated in line with the individual needs of the children. All provision for pupils with SEND is in line with the school's SEND policy.

Equal Opportunities

At St Michael's Primary School the curriculum for Languages will develop enjoyment of and commitment to stimulating the best possible progress and the highest attainment for all our pupils irrespective of social background, culture, race, gender, differences in ability and disabilities. All of our pupils have a secured entitlement to participate in the Languages Curriculum and our teaching approaches ensure the avoidance of stereotyping when planning work or organising groups. All the teaching staff agree that when using reference materials, they should reflect social and cultural diversity and provide positive images of race, gender and disability.

Resources

At St Michael's Primary School there is a wide range of resources to support the teaching of Languages across the school. The whole Rachel Hawkes Scheme of Work and individual lesson resources are available online. Additional resources such as storybooks and games are kept by the languages coordinator. The teaching of the Rachel Hawkes Scheme of work is supported with online resources including Duolingo for schools and links made with our partner school in Spain.

Careers

At St Michael's all the areas of our curriculum support children's interest and understanding in careers and help to raise aspiration. Reference will be made to why language learning is important for communication in many jobs and also which careers rely on the need to speak another language.

Monitoring and Evaluation

At St Michael's Primary School the Languages Coordinator monitors planning and assessments – evaluating medium term plans and taking note of annotations, amendments and suggestions made by class teachers. They ensure that the curriculum has been covered and that there are no gaps.

Photographs of completed work and displays may be kept digitally by the Coordinator as a portfolio, in order to monitor and support the raising of standards in Languages within the school. The

coordinator takes responsibility for addressing any needs or concerns that arise as a result of this monitoring.

To monitor and evaluate Languages, the Languages subject co-ordinator does the following:

- Purchases and organises the appropriate resources.
- Supports colleagues in the teaching of Languages.
- Keeps up-to-date on the use of Languages in the curriculum and regularly attend training for subject leaders held by the LA and feedback new information and ideas to staff.
- Conducts Spanish Book scrutiny to assess the standards of Teaching and Learning through the children's work.
- Regularly reviews and updates the Languages Policy and contributes to the school's self-evaluation programme.
- Analyses cross school summative assessment data.

Spanish Overview

September 2020 and then September 2022

| | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
|------|--|-------|--|-------|--|-------|
| LKS2 | Los sonidos Phonics and vowels Rhyming stories Nouns – el/la Tengo – I have | | Los animales Animals and colours Es (<i>he /she/it is</i>), son (<i>they are</i>), hay (<i>there is/are</i>) | | La oruga hambrienta (<i>The very hungry caterpillar</i>) Numbers, days of the week, fruits, food | |
| UKS2 | El tiempo Calculations 5x table The time Opinions about food and drink | | Los deportes Sports and opinions Using a dictionary Describing sports using 'tiene', 'es' and 'hay' Using me gusta (I like) | | La Música Instruments Opinions of music Giving reasons with because | |

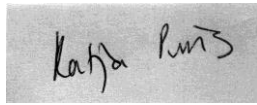
September 2021 and then 2023

| | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
|------|--|-------|--|-------|---|-------|
| LKS2 | Celebraciones Numbers Months, dates and birthdays Una piñata Navidad - <i>Christmas</i> | | El arte Shapes and prepositions Miró – artwork (Art, Computing) Familiar verbs Parts of face and body | | El nabo gigante - The Giant Turnip Adjectives for describing personality and physical descriptions tiene (has), es (is), tienen (have), son (are). | |
| UKS2 | El Clima (the weather) Describing flags of countries Forming plurals Vocabulary for places in a town | | Festivales en España Features and descriptions of festivals | | Vacaciones - holidays Holidays in Spain Describe holiday pictures and write postcards (Geog) | |

Languages KS2 only

Scheme of work: <http://www.rachelhawkes.com/>

Chair of Governors



Signed:

Print Name: Katja Purvis.....

Date: ... 11/05/2021... ..

Head Teacher



Signed:

Print name:.....GAVIN JOHNSTON.....

Date: 11/05/21.....

REVIEW DATE ... May 2024... ..