



Subject: MFL - Spanish

Rationale

At Pleasant Street Primary School we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop their ability to communicate, including key skills of speaking and listening. It provides excitement, enjoyment and helps children to develop positive attitudes to language learning throughout life.

Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others. The natural links between languages and other areas of the curriculum can enrich the overall teaching and learning experience. We want our children to have a limitless outlook on what can be achieved when they learn a language and what new doors can open to them on a global scale in the future.

Characteristics

The aims of primary languages teaching at Pleasant Street are to:

- foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils;
- stimulate and encourage children's curiosity about language and creativity in experimenting with it;
- support oracy and literacy, and in particular develop speaking and listening skills;
- help children develop their awareness of cultural similarities and differences;
- lay the foundations for future language study by pupils;
- provide an added perspective on first language teaching and learning;
- give an extra dimension to teaching and learning across the curriculum.

Curriculum Intent

At Pleasant Street Primary School, our Spanish Curriculum is designed with the intent to maximise the potential of all of our pupils; intellectually, socially, morally, emotionally and culturally.

By the time students reach the end of Year 6, we aim to have created confident learners who enjoy languages, who can express their thoughts and ideas in another language and can understand and respond to its speakers both in speech and writing. The skills, knowledge and understanding gained will make a major contribution to the development of our students' oracy and literacy skills as well as their understanding of their own culture/s and those of others.

We want our students to have no limits to what their ambitions are and want them to embody our core values.

Curriculum Implementation

The learning of a foreign language should be enjoyable and relevant for all pupils. In order to achieve this, a variety of approaches and activities are used to challenge, motivate and sustain our students' interest.

Spanish is designed to give opportunities for pupils to demonstrate prior learning and develop spoken language, reading, writing and vocabulary in Spanish. Lessons are interactive and provide an appropriate balance of spoken and written language that lay the foundations for further foreign language learning at Key Stage 3. At Key Stage 2, we focus on practical communication. Lessons enable pupils to understand and communicate ideas, facts and feelings in speech and writing through a huge range of interactive teaching approaches.

We teach the four strands of speaking, listening, reading and writing and to understand basic grammar, including: feminine, masculine and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English. We use a multi-sensory and kinaesthetic approach to teaching.

Research has shown that physical responses planned into lessons help to improve enjoyment, provide opportunities for reinforcement through actions, help memory, provides inclusion for SEND students, increases confidence as movement and games can provide safe ways of speaking aloud and helps learning through creating a positive atmosphere.

Curriculum Impact

Topics are revisited each year with an added skill or challenge. This ensures that learning is embedded.

The lesson structure each week also allows time to revisit the previous week's knowledge giving opportunities in each lesson for pupils to use and practise what they have learned.

Subject and school leaders monitor the impact of our curriculum provision through completing regular monitoring, which includes observing lessons and using formative and summative assessment to assess what the children know as the topic progresses and inform future planning.