



Subject: Spanish

Rationale

At St Vincent de Paul we are linguists! We want our students to love learning languages and to gain not only linguistic acquisition but also a deep respect and curiosity for the world around them. We want our students to have a limitless outlook on what can be achieved when they learn a language and what new doors can become open to them on a global scale in the future. Whether they become international development officers, foreign service leaders, footballers or develop an inquisitive thirst for knowledge about the world of travel, we are here to support them and expand their horizons.

We chose Spanish as our MFL because there are almost half a billion Spanish speakers in the world and it is the official language of many culturally rich and fast economically growing countries. This gives us the opportunity to create inquisitive and interesting lessons that develop students' cultural capital as well as highlighting the importance of Spanish on a global scale.

Characteristics of Well-rounded Linguists (Curriculum Aims)

The National Curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak 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
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

Curriculum Intent

Our St Vincent de Paul 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 taught by our Specialist Foreign Language Assistant, Leon. Leon is a native Spanish language speaker who provides expert subject knowledge and delivers lessons in an inclusive way that all students enjoy. Leon delivers a mastery curriculum, 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 each topic is revisited regularly to embed each learning objective. 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 alongside our Balance system to assess what the children know as the topic progresses and inform future planning.