

Spanish Curriculum at Canterbury Cross Primary School

Aim of the Spanish Curriculum

At Canterbury Cross Primary School, we believe in the importance of delivering a high-quality language curriculum, which fosters pupils' curiosity and deepens their understanding of the world. We hope children develop the language to understand and respond, both in speech and in writing, and provide children with the foundation for learning further languages.

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

How is the Spanish programme of study implemented?

At Canterbury Cross Primary School, the Spanish Curriculum is introduced from Year 3 to 6. We want our pupils to approach learning a new language with enthusiasm and curiosity. The intent in Lower KS2 is that children acquire basic skills and understanding in Spanish with a strong emphasis placed on developing their Speaking and Listening ability. These skills will be further developed in Upper KS2 alongside Reading and Writing skills, gradually progressing to more complex language concepts and greater learner autonomy.

By the end of Year 6, children will have worked through the strategically planned curriculum and developed a better understanding of the Spanish language. As educators, we deliver this exciting subject once a week, exploring various aspects of a new language. Over three years, children will begin communicating in spoken and written Spanish, increasing confidence, fluency and spontaneity as they delve deeper into this subject. The promotion of learning a new language allows children to appreciate the cultural diversity in their own community and the wider world. Our overarching aim is to foster curiosity and encourage children to explore and respect communication with regard to language learning.

The Spanish curriculum is delivered through a range of engaging topics which meet the aims of the National Curriculum. Here is an overview of the Spanish programme of study taught per year group across Key Stage 2:

Year 3

Autumn	Spring	Summer
<p>Introduction to Spanish</p> <p>Spanish numbers, classroom vocabulary</p> <p>Introduction to Spanish and why we are learning this language.</p> <p>Children will learn the vocabulary for greetings, introductions, colours, numbers to 10, classroom objects.</p> <p>Learn how to count to 10 through song.</p>	<p>Countries, numbers, days and months</p> <p>Children will learn the vocabulary for countries, nationalities, counting to 20, days of the week, months of the year through song.</p> <p>Children will write sentences to include all they have learn</p>	<p>Likes and dislikes, family, colours and weather</p> <p>Children will learn the vocabulary for likes/dislikes, family members, weather and colours.</p> <p>Children will learn to read and understand a short text.</p> <p>Children will memorise and recite a Spanish poem and story.</p>

Year 4

Autumn	Spring	Summer
<p>Animals</p> <p>Children will learn the vocabulary for pets and zoo animals, numbers to 40, masculine and feminine nouns, festivals</p> <p>Children will retell and understand the main events of a story.</p>	<p>Time</p> <p>Children will learn the vocabulary to tell the time, and for time phrases, numbers to 100 and birthdays.</p> <p>Children will learn to read and understand the main events of a short story.</p>	<p>Places around the world</p> <p>Children will learn the vocabulary of countries, cities in Spain and around the world and compass directions, as well as recapping colours.</p>

Year 5

Autumn	Spring	Summer
<p>School</p> <p>Children will learn the vocabulary for school subjects, times of the day, locations in school, journey to school, daily life in school</p>	<p>Food and drink</p> <p>Children will learn the vocabulary for food, drink, cost of food items, ordering food and drink from a menu.</p>	<p>Sport and body parts</p> <p>Children will learn the vocabulary for sports, body parts.</p> <p>Tell simple stories in Spanish.</p> <p>Create a presentation about sports.</p>

Year 6

Autumn	Spring	Summer
<p>Clothes</p> <p>Children will learn the vocabulary for items of clothing, adjectives to describe clothes, buying clothes from a shop.</p> <p>Reading and answering questions about clothing.</p>	<p>Local area</p> <p>Children will learn the vocabulary for the local area, landmarks, asking for and giving directions.</p> <p>Produce a guidebook in Spanish about the local area.</p>	<p>Spanish speaking countries</p> <p>Learn about Spanish speaking countries-research and compare city and countryside life-and create a presentation about them.</p> <p>Write a letter to a friend.</p>

How is Spanish assessed focusing on prior knowledge and progression?

When underpinning the assessment of learning Spanish, educators start by fostering motivation, enjoyment and resilience amongst pupils' as well as maintaining continuous enthusiasm and persistence. A carefully crafted, linear curriculum has been implemented to allow an opportunity for children to build on their previous learning. Opportunities for pupils to interact and communicate with each other in Spanish is an integral part of developing both their spoken and written Spanish.

Assessment is embedded in the language learning process; for instance, children are given opportunities to make links between prior learning and their current learning which helps develop already existing schemata. In Year 3, children are introduced to the Spanish numbers and as children move through the school, this knowledge becomes transferable. For instance, in Year 4 children will learn how to tell the time in Spanish which means they will use their prior learning and knowledge of numbers to aid them through this new topic.

How do we ensure the Spanish curriculum is for everyone?

The Spanish curriculum has been designed to nurture curiosity and excitement through language learning. This is reflected through carefully adapted lessons which provide good opportunities for all learners to access the curriculum. Educators ensure tasks are accessible for all learners by providing targeted support for children, including those with Special Educational Needs and Disabilities or an Education and Health Care Plan (EHCP). This is done through the use of differentiated sheets, word banks, images and paired work, allowing all children to access learning.

Effective assessment strategies are used to ensure the appropriate support is given to all children. Children are given good opportunities to read phrases and short texts in Spanish whilst being assessed against the National Curriculum objectives. When planning the sequence of teaching, all educators refer and incorporate the assessment objectives to ensure children are making progress throughout each year.

How do we ensure key content is remembered as pupils move through the school?

Within Spanish, children are provided with a number of opportunities to embed their learning through structured lessons. Spanish lessons are broken down into four parts:

- New or review sound-give purpose, hear and say, read, review sounds. Write, speed write, sound talk.
- Word time-reading-assisted sounds/ independent sounds.
- Word time-spelling and writing sentences.
- Plenary

At the beginning of a lesson children may be introduced to a new sound or they may revisit a previously taught sound. This opportunity provides children to understand the purpose of using different sounds and allowing children to make links between sounds and new vocabulary. Children are given time to rehearse new vocabulary through a variety of engaging vocabulary based activities. During this time, teachers can formatively assess children and address any misconception with regards to pronunciation. After that, children practise spelling new vocabulary and eventually begin formulating short sentences use their new learning. Finally, at the end of each lesson, through the form of a plenary, teachers will summarise current learning and provide children an insight into their next stage of their language learning.

How will the Spanish curriculum prepare children for the future and allow children to apply the key skills learnt?

At Canterbury Cross we strive to prepare children for the future by not only teaching language proficiency but also fostering key skills. Educators emphasise the importance of effective communication and critical thinking. Through cultural exposure and collaborative activities, students develop cultural competence, adaptability an understanding of different aspects of the world. Children will be able to make real-life applications as the topics taught, link heavily to everyday activities. If children are given the opportunity to learn a new language in the future, they will be able to apply the skills and strategies used in primary school in different aspects of their life.