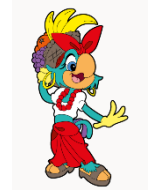




Spanish



Intent

At Holy Trinity, we aspire to create confident linguists who are excited to immerse themselves in a language beyond their mother tongue. Pupils are inspired to express their ideas and thoughts in Spanish both in speech and in writing. Our exciting curriculum provides opportunities to communicate for practical purposes, learn new ways of thinking and read authentic texts in the original language. We strive to help our pupils realise the full potential they have to achieve and succeed, not just at school, but as educated citizens within their own community and on a wider global scale.

When pupils leave us at the end of Year 6, they will be able to

- ✓ understand and respond to others, both in writing and speaking
- ✓ speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say through discussion and asking questions, continually improving the accuracy of their pronunciation and intonation
- ✓ 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 Spanish
- ✓ have an appreciation and understanding of the traditions, food and festivals of the Spanish culture

Coverage

How do you know the National Curriculum is covered?

A **MFL National Curriculum Coverage Map** matrix maps the objectives of the National Curriculum and cross-references them to the Jolie Ronde scheme of work.

Progression

How do you plan for progression in Spanish?

Spanish is taught through sequential units, through the acquisition of vocabulary, grammar and through tasks which then apply those skills. Lessons are sequenced so that there are regular opportunities for the revision of language, grammatical and phonological concepts as new skills are introduced. The key knowledge and skills for each subject have been mapped across each unit to show coverage and progression (**Spanish Knowledge Map**).

The **Skills Map** acts as an incremental model for skills acquisition and provides a benchmark for each year group, with teachers using the skills statements as a model for progression throughout the school. With regular referencing back to previous learning and growing in complexity and demand across Key Stage 2, pupils' learning when linked to the Skills Ladder should enable them to make good progress in their learning.



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The **MFL Skills Ladder** forms a robust model of progression for knowledge and understanding, helping pupils to assimilate and apply their learning within different Spanish contexts. This also means that concepts are cumulatively built upon.

When is Spanish taught?

Spanish is taught each week from Y3 - Y6

How is Spanish taught?

Spanish is taught through the Jolie Ronde scheme. The scheme develops skills in reading, writing, speaking and listening. Pupils are taught a wide range of vocabulary with a focus on grammar, punctuation and pronunciation.

Who do we learn about in Spanish?

We learn about a...

Where will you see evidence of Spanish at Holy Trinity Church of England Primary School?

- ✓ Children's work in Spanish vocabulary books and in Spanish work books where they apply their learning through a range of activities
- ✓ Class displays
- ✓ Pupil voice
- ✓ Assessment
- ✓ Subject Leader folders
- ✓ Evidence folders (photos and videos)

How do we assess and monitor Spanish?

The subject leader carries out ongoing monitoring tasks to ensure that the curriculum is being delivered, and that there is evidence of the learning in the evidence folders and in Spanish books where appropriate.

Through close monitoring, the effectiveness of teaching has a positive impact on learning and standards. The Spanish Subject Leader has an evidence file showing first-hand evidence of how pupils are doing, drawing together evidence from discussions, interviews, observations, work scrutiny, documentary review, photos and videos. The subject leader evaluates and summarises all aspects of the subject to define next steps for improvement from their action plan.

How we support SEN

All pupils at Holy Trinity Church of England Primary School receive high quality teaching. We believe that SEN is not a barrier to learning a new language. A range of teaching styles and approaches are used and appropriate learning objectives are set for all learners with a curriculum matched to their needs. Teachers set high expectations for all pupils. They use



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appropriate assessment to set ambitious targets and plan challenging work for all groups, to challenge at appropriate level including:

- ✓ More able pupils
- ✓ Pupils with low prior attainment
- ✓ Pupils from disadvantaged backgrounds
- ✓ Pupils with SEN
- ✓ Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. We believe it is important for all pupils to be able to access and respond to Spanish in their own way, providing happiness and joy!

Impact

PUPIL VOICE - through discussion and feedback, children talk enthusiastically about their Spanish lessons. They are proud of their knowledge and feel that they can confidently speak about their feelings and responses to Spanish.

EVIDENCE IN KNOWLEDGE - pupils know about different ways that Spanish can be used to support their future potential. They can build on their knowledge each year to form a solid understanding of world Spanish through the genres they have studied.

EVIDENCE IN SKILLS - pupils use correct vocabulary in Spanish lessons. They can see common themes and use and apply skills and vocabulary previously taught in other Spanish units.

BREADTH AND DEPTH - teachers plan a range of opportunities to use Spanish inside and outside school and across different subjects.

Spanish equips pupils with a uniquely powerful set of tools to express and discipline their practice. Through their growing knowledge and understanding, children learn to appreciate the contribution made by different cultures.