

Spanish Curriculum

Chalkhill Primary School

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Learning together to Aspire and Achieve

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Chalkhill Primary School: Spanish

<u>Principles of Learning: Our Curriculum</u> At Chalkhill Primary School, we believe that all pupils, irrespective of their background, world experiences and economic status are entitled to a rich, inclusive, and diverse curriculum, which empowers them to learn and make connections. We aim to provide a safe, secure, and healthy environment where all children are encouraged to be independent learners and thinkers. Through the quality of teaching, high expectation, and delivery of our creative curriculum, we enable our children to develop the skills and knowledge to understand and question their world, with the ultimate aim of building their cultural capital. The teaching and curriculum design of each subject provides plenty of opportunity for our children to acquire substantial knowledge and to use and apply it. We make a difference in every minute of the school day by ensuring that every child is successful and have the capacity to reach their potential. We aim to equip our children for life well beyond Chalkhill Primary School.	<u>Subject Purpose of Study</u> Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries <u>National Curriculum Aims:</u> 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	
<u>Intent</u> The intention of our MFL curriculum is to ensure children are taught to develop an interest in learning other languages in a way that is enjoyable and stimulating. We encourage children’s confidence and creative skills. By teaching them a second language we hope to help them build bridges to other cultures and therefore help them develop socially and give them the opportunity to develop their inquisitive minds. We aim to improve pupil's understanding of their native language therefore developing their emotional connection to their native language and culture. We aspire to introduce students to alternative ways of expressing themselves and to different cultures and to give them a greater understanding and appreciation of the customs and achievements of people beyond their own communities. We strive to Integrate Spanish in some other areas of the curriculum as learning through a language makes learning exciting, diverse and appealing in order to give the pupils many opportunities to excel and to provide them with more flexibility in thinking, greater sensitivity to language, and a better ear for listening. By teaching them essential skills used to understand and decode a foreign language we intent to give our pupils a head start in language requirements for high school and beyond, consequently setting the foundation for a whole world of exciting opportunities for the pupils. We endeavour to embed the skills of listening, speaking, reading and writing skills necessary to enable children to use and apply their Spanish learning in a variety of contexts and lay the foundations for future language learning.	<u>Implementation</u> Integrating Spanish in some other areas of the curriculum such as singing, science and PE challenges the pupils on applying their previous knowledge in a different language. This also makes the lessons more interesting and pupils enjoy learning that way. Spanish activities such as Spanish cinemas, Spanish week, trips abroad, Spanish cafe, writing to the penpals, taking part in international projects, integrating Spanish in cross curricular lessons and learning about other cultures through a language makes learning exciting, diverse and appealing which give the pupils many opportunities to excel and provides them with more flexibility in thinking, greater sensitivity to language, and a better ear for listening. The teaching of MFL emphasis on familiarising children with the sounds and speech patterns of the new language, ensuring they enjoy listening to and joining in with a range of songs, poems and stories, and develop their confidence, imagination and self-expression. Pupils are exposed to a variety of voices, which may include the class teacher, visiting native speakers, audio CDs, cassettes and use websites and CDROMs, DVDs or videos. They are taught to ask and answer a wide range of questions and memorise and present short texts such as finger rhymes, poems, songs, role-plays or stories. Children are encouraged to listen attentively and learn to identify the main points from a short passage of several sentences as well as learn how to express a simple opinion and join in a short conversation. Having penpals stimulates our pupils to enjoy reading a few familiar words and phrases aloud and begin experiment with writing some familiar words from memory. They are also made aware of cognates to help them find the meaning of words. Pupils are taught sentence formation with use of verbs, adjectives, articles and nouns. They are also taught plural formation as well as gender association. By learning through a cross curriculum children develop their reading skills and learn to understand familiar written phrases in clear printed script. They write familiar words and phrases using a model and begin to experiment with building short phrases from memory.	Impact Children become more aware of simple structures and conventions. They begin to share their knowledge about language and develop some techniques for memorising and using the language. They further develop their recognition of pattern and their ability to manipulate language. Children become more confident users of language, reflecting on their knowledge about language and using this to make meanings that matter to them. They develop greater independence in applying language learning strategies and in transferring language from one context to another. Furthermore, learning a language in primary has positive effect on intellectual growth and enriches and enhances a child's mental development. Pupils learn to be more independent and develop life skills in a safe and monitored environment. As pupils are encouraged to read for themselves and to an audience it increases their confidence and improve their oracy and pronunciation. Having penpals reinforces building bridges between cultures and open doors to new friendships helping them develop socially. They become more aware of different cultures, other people and other points of view. Learning a new language gives the pupils the ability to communicate with people they would otherwise not have the chance to communicate with. Spanish is spoken in over 30 countries and by 399 million people. It is the second most spoken language by native speakers. Learning Spanish is definitively an important life skill which will help our pupils succeed in many different environments. Pupils who receive second language instruction are more likely to be more creative and better at solving complex problems. By taking part in the Trip to Spain pupils learn to be more independent and develop life skills in a safe and monitored environment.

	By taking part in international projects they learn to write some short, simple sentences from memory and continue to develop their writing skills by constructing short texts using a model. They also compare attitudes of different cultures. Through the projects children discuss aspects of daily life which they have in common with children in different countries. They look at the similarities and differences between their own locality and that of another country. Children also learn about symbols, objects and products that represent countries. To improve their speaking skills pupils are filmed occasionally so that they can self-assess their pronunciation and understand their weaknesses and strength. Pupils with SEND have access to a range of books, games, videos, songs and iPads apps which are in line with the class planning but are more accessible to them. They are also taken into consideration when planning themed week, cinemas, trips and workshops. Ensuring that they are able to take part in all activities and are able to learn at their own pace.	Using some Spanish in class everyday with the class teacher and introducing it in singing assemblies as well as in EYFS and KS1 with the Spanish teacher is having a major impact in the learning and teaching of the target language in KS2. This can be seen in pupils in KS2, where pupils in year 5 are longer more interesting sentences and paragraphs using a range of adjectives and nouns, looking at sentence formation, grammar and a wider more exciting vocabulary. This can also be seen in year 3 where pupils come in being used to listening to Spanish, knowing some information about the language and where it is spoken. Most pupils are also able to count at least up to 10, know some days of the week, some months, greetings and some praise words. Some are able to recognise different sounds and look for cognates. Year 4 pupils now take part in an international project since the teaching of the language has started from nursery. They manage to write postcard for their penpals. Pupils in year 4 have shown the ability to reuse known vocabulary in their post cards. They have been able to write short sentences mostly understanding the order of words. They have also been able to use punctuation when writing questions. They are now also able to write a short story following an example with some pupils being able to write more interesting sentences using adjectives. They also take part in a trip to France which allows them to use the different skills to decode a language. Pupils in year 6 have been able to concentrate on their speaking. The year 6 pupils now take in part in an international project called A Day In The Life. This project invites students to do a presentation of their typical day including aspects such as school, commute, and friends. They will then be given the opportunity to explore typical days in another country and examine any similarities and differences. They will be studying different Spanish Speaking countries and the life and culture of each one. In year 6 I have started CLILL (Content and Language Integrated Learning) which means integrating Spanish in other areas of the curriculum. In year 6 we teach history and geography during the Spanish lessons Assessment of Spanish: In-school assessment The Spanish teacher tracks progress of pupils in yr3-6 against the National Curriculum objectives. Children are assessed against age-related expectations as: working towards, working at, and working at greater depth. Pupils are also assessed weekly against the KS2 Framework for language objectives. Pupils create a written piece of work at the end of each term to assess writing and are given opportunities to read, listen and speak in class.
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Statutory Requirements

End of EYFS Statutory Requirements The are no statutory requirement for MFL in EYFS		National Curriculum end of KS1 Statutory Requirements The are no statutory requirement for MFL in KS1	National Curriculum end of KS2 Statutory Requirements Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to 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. The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.
Knowledge in Spanish			
Year 3 Identify specific sounds, phonemes and words. Recognise commonly used rhyming sounds. Imitate pronunciation of sounds. Hear main word classes Recognise question forms and negatives. Recognise how sounds are represented in written form. Notice the spelling of familiar words. Recognise that languages describe familiar things differently. Recognise that many languages are spoken in the UK and across the world. Recognise conventions of politeness	Year 4 Reinforce and extend recognition of word classes and understand their function. Recognise and apply simple agreements, singular and plural. Use question forms. Recognise that texts in different languages will often have the same conventions of style and layout. Apply phonic knowledge of the language to support reading and writing. Identify a different writing system.	Year 5 Recognise patterns in simple sentences. Manipulate language by changing an element in a sentence. Apply knowledge of rules when building sentences. Develop accuracy in pronunciation and intonation. Understand and use negatives. Appreciate that different languages use different writing conventions. Recognise the typical conventions of word order in the foreign language. Understand that words will not always have a direct equivalent in the language. Notice different text types and deal with authentic texts.	Year 6 Recognise patterns in the foreign language. Notice and match agreements. Use knowledge of words, text and structure to build simple spoken and written passages. Use knowledge of word order and sentence construction to support the understanding of the written text. Use knowledge of word and text conventions to build sentences and short texts. Devise questions for authentic use.
Spanish Overview			
	Autumn Term	Spring Term	Summer Term
Year 3	Hola Spanish: Introduction to Spanish/ Phonics/ start to show understanding Navidad: Christmas/ numbers/ pronunciation/ sounds pattern	Mi Familia: My family/ colours/ tener 1 st person/ intro to noun gender. Hablo en la clase: Classroom vocabulary/Body parts/ colours/ use known vocab in short sentences	Mi clase: School objects/ my pencil case/ Recognise written words Mi cumpleaños: Birthday/ months/ days/ use of noun gender and adjectives
Year 4	El Tiempo: The weather/ use of questions / listen for specific words and phrases. Navidad: The three wise men/ family/ Use of me gusta	La Oruga muy hambrienta: Animales/Fruit/ vegetables/ verb comer. Mi cuento: Write sentences / pronunciation/ plural and gender.	A viajar: Transports/ verb poder/ viajar/ use of negatives Mi tiempo libre: Hobbies/ Ver jugar/ gustar/ Hacer use of Y
Year 5	Soy...(international project- letters to penpals) Describe people/ use adjectives/ gender/plural word order in a sentence Navidad: Write about where I live to my penpal. Compare celebrations.	Mi monstruo: Describing using third perso: es,vive, tiene, le gusta. El Café: Use of bilingual dictionary/ role play/ skills to understand a written text.	Hispanic countries: Spanish in the world/ other cultures/ describing unknown places. Mis amigos en España: Video conferencing with Spanish school. Use of target language with native speakers
Year 6	El Picnic: Healthy eating/ Construct a short text using correct grammar/ describing a scene, place in writing. Navidad: What happens at this time of year in my area. Change in landscapes. Create a leaflet	¡A comprar! Shopping! Learn how to ask for items at the shop. Use of bilingual dictionary. / Use of ICT/ Special characters ¿Qué hora es? Present simple daily routines. Vocabulary to talk about school, transports, and hobbies/ sports.	La ciudad Use comparative language and directions to talk about cities and landmarks. Transition Compare and contrast different languages and understand their similarities.

Spanish progression

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
LISTENING	Recognise the target language Recognise the different sounds Listen to simple stories and link them to the equivalent English story Enjoy listening to a story in the target language.	Recognise and understand some words from a short spoken passage of familiar language. Link some Spanish words to English words. A response is triggered when listening to familiar words or questions Listen attentively for specific simple words and phrases, and use a physical response to show understanding of these.	Understand a few familiar spoken words/phrases, when spoken clearly, face-to-face, or from a good quality recording. Link most common Spanish words to English words. Listen to simple stories and make a connexion with the English story to help understanding. Understand likes and dislikes.	I can understand a few familiar spoken words/phrases, when spoken clearly, face-to-face, or from a good quality recording. I might need lots of repetition, gesture or help to understand what's said. I can listen and respond to simple rhymes, stories and songs. I can identify rhymes.	I can understand and respond to some familiar spoken phrases. I might still require some things to be repeated. I can listen attentively for specific words and phrases, and I can use a physical response to show my understanding of these. I can identify and compare different, specific sounds e.g. rhymes, letters, phonemes, words.	I can understand the main points from a short spoken passage of familiar language, including unfamiliar language.. I can identify personal responses and understand likes and dislikes. I can understand more complex phrases and sentences. I may need short sections to be repeated. I can agree and disagree with statements that I hear.	I can understand the main points & some detail from spoken passage of familiar language in sentences. I may need some items to be repeated. I can understand simple opinions in a spoken story, song or passage. I can understand the gist of spoken passages with complex sentences e.g. descriptions, information, instructions. I can listen attentively.
SPEAKING	Use single words to respond Produce Spanish letter sounds Say a string of words such as counting to 5 Take part in a song	Use familiar words to express personal responses (how they feel-greetings) Take part in a song and remember some parts of it. Respond to familiar spoken words. Repeat words after the teacher.	Repeat phrases after the teacher. Imitate/copy pronunciation with some success. Answer simple questions with simple words. Take part in a song and sing most of it by heart.	I can repeat words and phrases after the teacher. I can imitate/copy pronunciation with some success. I can speak clearly and confidently when reproducing simple words. I may need some support from spoken or visual clues.	I can give basic information using words and set phrases from memory e.g. my age, favourite colour. I can read words out loud with correct pronunciation. I can be understood by others. I can practise asking and answering questions with a friend. I can answer simple questions and give short, simple answers. I can learn and say several sentences on a topic or finger rhymes.	I can use short phrases to express personal responses e.g. to say whether or not I like something. I can use words/phrases from memory and sometimes change words e.g. use a different adjective to describe a pet. I can use my tone of voice and gestures to help others understand me. I can learn and say poems or a non-fiction text. I can devise and perform simple role plays. I can ask and answer simple questions and talk about my interests. I can have short conversations that I have prepared, with pictures/clues to help me.	I can have simple conversations and give my opinions. I can put new words or phrases into conversations correctly. I can use my pronunciation and intonation well when I speak. I can read or listen to something and re-tell it or discuss the main points. I can perform to an audience (recite a short narrative, read aloud, develop a sketch, give a presentation, role play to perform). I can describe incidents or my own experiences in a clear voice.
READING	N/A	Link some written words to images. Recognise some familiar written words Understand words displayed in the classroom Read aloud a familiar sentence	Recognise and read out a few familiar words Match phrases and short sentences to images Start to apply correct pronunciation when reading simple words Read and understand simple sentences.	I can recognise and read out a few familiar words and phrases, sentences, rhymes or poems, perhaps with clues. I can read and understand simple words and messages. I can make links between some phonemes, rhymes and spellings. I can pronounce accurately most commonly used characters, letters and strings.	I can understand familiar written phrases. I can match sound to print by reading aloud familiar words and phrases. I can use books or dictionaries or glossaries to find out the meaning of new words. I can match phrases and short sentences to pictures or themes. I can identify non-fiction texts by style and layout e.g. recipe,	I can understand main points and personal responses in short written texts and simple sentences. I can read independently and choose texts. I can use a bilingual dictionary or glossary to look up new words. I can re-read various short texts, fiction and non-fiction e.g. from stories, e-mail messages, texts and internet.	I can understand the main points and some of the detail from short written texts in familiar contexts. When reading on own, as well as using a bilingual dictionary or glossary, I can begin to use context to work out meaning of unfamiliar words. I can read, respond and understand gist, eg: story extracts, emails, news story, simple magazine article,

					weather forecast, instructions, letters, advertisements. I can follow a short text, listening and reading at the same time (making links between spoken and written language). I can read aloud some familiar words, phrases, strings, and pronounce them accurately.	I can understand that word order in sentences can influence meaning.	songs, true or false about a written passage, read descriptions people in school and identify who they are.
WRITING	N/A	N/A	N/A	I can write or copy simple words or symbols correctly, and write some simple words from memory. I can label items and select appropriate words to complete short phrases or sentences e.g. gap-fillers.	I can write one or two short sentences following a model. I can fill in words on a simple form e.g. complete a semicompleted e-mail message to someone in a partner school. I can label items and write familiar short phrases correctly. I can spell with few mistakes, if writing from memory. I can write labels for work on wall displays and in my book.	I can write a few short sentences that I have already learnt using familiar expressions, with support. I can express my personal responses in writing. I can write short phrases from memory and my spelling is understandable. I can choose words, phrases and sentences and write them into a gapped text or as picture captions. I can use a bilingual dictionary to check the spelling of familiar words.	I can write short texts on familiar topics, adapting language I have already learnt. e.g. as a power-point presentation, to tell a story or to give a description. I can use memorised language in my writing. I can use my grammatical knowledge to adapt and substitute words and phrases. I can use a dictionary or glossary to check words I have learnt. I can write sentences on a range of topics using a model. I use most words in my writing correctly.
Intercultural Understanding	Have some contact with the country/countries that has the target language as main language (speaking to native speaker/ watching videos) Recognise a children's song	Have some contact with the country/countries that has the target language as main language (speaking to native speaker/ watching videos) Recognise a children's song and able to link it to the English one.	Increase awareness of linguistic and cultural diversity in school Identify some of the countries where the language is spoken	Learn about the different languages spoken by children in the school. Locate country/countries where the language is spoken. Identify social conventions at home and in other cultures Make indirect or direct contact with the country/countries where the language is spoken	Learn about festivals and celebrations in different cultures. Know about some aspects of everyday life and compare them to their own. Compare traditional stories. Learn about ways of travelling to the country/countries	Look at further aspects of their everyday lives from the perspective of someone from another country. Recognise similarities and differences between places. Compare symbols, objects or products which represent their own culture with those of another country	Compare attitudes towards aspects of everyday life. Recognise and understand some of the differences between people. Present information about an aspect of culture.
PHONICS <i>(Rachel Hawkes SOW)</i> Recognition & Production (Sound (L) to print (W))	Repeat new letter sounds. Imitate/copy some words.	Repeat words after the teacher.	Repeat phrases after the teacher.	I have learnt the SSC and phonics key words and remember them. I can match the Spanish SSC I hear to print and transcribe accurately the SSC I know best. I enjoy listening to and joining in with simple songs and rhymes	I can link SSC to new words I hear. I listen and transcribe SSC within single words with some success. I use sound-spelling links to follow when I listen and read. I enjoy listening to and joining in with simple songs and rhymes.	I have learnt about vowel combinations and stress patterns. I identify these when listening. I connect sound and spelling by transcribing a range of new words and parts of words. I enjoy listening to and joining in with songs and short poems.	can listen and write short phrases including unfamiliar words more accurately, when focusing on transcription. I enjoy listening to and joining in with songs and short poems.
Recognition & Production (Print (R) to sound (S))				I can readily read aloud the SSC and phonics key words. I can carefully sound out some unfamiliar words and parts of words with some success, focusing on a few SSC at any one time	I can read aloud familiar words observing certain pronunciation rules (silent letters, accent/ stress markers, etc) and some unknown words. My pronunciation is usually comprehensible	I can read aloud many familiar words with clear and comprehensible pronunciation. More slowly and carefully, I can decode unfamiliar words using SSC knowledge.	I read familiar words and short sentences aloud with clear and comprehensible pronunciation. I can read aloud single unknown words more readily.