

## **Leintwardine CE Primary Curriculum Statement for Spanish**

<p><b><u>Intent</u></b></p>	<ul style="list-style-type: none"> <li>• Throughout Key Stage 2, our range of topics in Spanish and variety of teaching methods aim to inspire a love of language</li> <li>• We ensure teaching provides opportunities for enjoyment and exploration, and incorporate environmental links wherever possible</li> <li>• We want our children to have a knowledge of their place within the world, linking with other subjects such as Geography to provide an understanding of the variety of cultures that shape our global society</li> <li>• Children work alone, with partners and in groups to develop key language skills focussing on reading and writing, speaking and listening, dictionary skills and grammar. See our Spanish Curriculum Progressions Grids. These ensure that children know more and remember more as they progress through our school.</li> </ul>
<p><b><u>Implementation</u></b></p>	<ul style="list-style-type: none"> <li>• Spanish is taught in a variety of ways across our school to maximise pupil learning.</li> <li>• Children have a Spanish lesson each week.</li> <li>• We aim for our lessons to be as practical and engaging as possible</li> <li>• By the time, children leave our school they will begin to develop a base knowledge of language, using all of the skills and knowledge set out by the national curriculum.</li> <li>• We create a learning environment that stimulates children’s interest in the language studied, using song, rhyme, familiar stories and topics as well as varied media.</li> <li>• The Subject Leader will review the Spanish curriculum to include lesson observations, work scrutiny, staff and pupil interviews.</li> <li>• Opportunities for stakeholders to come into the classroom to share in the learning of Spanish with pupils.</li> <li>• Work maybe differentiated to allow children to meet the learning objective. This could take the form of additional adult support, the use of resources, peer support or the differentiation of the work to be completed</li> <li>• We use live teacher-assessment and self-assessment to quickly identify those who may need more help in specific areas</li> <li>• For pupils with specific SEN or EAL needs a variety of approaches maybe used including: pre-teaching of specific vocabulary, seating children alongside role-models, providing visual practical prompts, adult support and adaptation of activities to en-sure engagement</li> </ul>
<p><b><u>Impact</u></b></p>	<ul style="list-style-type: none"> <li>• A recap of learning from previous year groups</li> <li>• A ‘hook’ to inspire and capture the children’s imagination</li> <li>• Children will develop knowledge and skills they need for the next stages in education</li> <li>• Children focusing on a range of topics relating to both the language and culture of Spanish speaking countries</li> <li>• Deepen their reading and writing skills in the target language, recognising similarities and differences between it and English, using dictionaries to work independently on broadening their vocabulary and applying those skills in their own writing.</li> <li>• Pupils conversing with adults and each other, using their listening skills to pick out key vocabulary and determine meaning, and their speaking skills to respond accordingly as well as join in with and appreciate songs and other media.</li> </ul>