



# GREAT HORWOOD CHURCH OF ENGLAND SCHOOL

## SPANISH MFL CURRICULUM STATEMENT (October 2024)

### OUR VISION

We are confident linguists when we have the opportunities to:

- develop an interest in learning other languages and are introduced to them in a way that is enjoyable and stimulating
- understand and respond to spoken and written Spanish from a variety of authentic sources
- speak Spanish with increasing confidence, fluency and spontaneity,
- ask questions, and improve the accuracy of pronunciation and intonation
- write for different purposes and audiences
- develop an awareness of cultural differences in other countries
- lay the foundations for future language learning

At Great Horwood Church of England School, the academic, emotional and spiritual well-being of all individuals is at the heart of all that we do; where everyone is valued. We are a safe, welcoming school within the heart of the village community that aims to provide all our children and adults with the learning opportunities to flourish, be healthy, grow in resilience and realise their full potential; being fully equipped and prepared for a successful future.

Our aim is to foster a love of learning where pupils' curiosity is encouraged and enables them to confidently explore and discover the world around them. In our ever-changing world, pupils need to have the awareness of different languages and cultures and the curiosity to find out more in a respectful manner. Through our active, engaging and purposeful curriculum, we inspire and excite our children and foster a thirst for this knowledge. We believe that these opportunities will ensure that our children will explore the language of Spanish and be positively curious about other languages.

### INTENT

Our Spanish scheme of Work is a carefully planned sequence of lessons which ensures a progressive coverage of the skills required by the national curriculum. It aims to foster children's curiosity and help deepen their understanding of the world. As a school we use the Kapow scheme of work as a basis for the units we teach in Spanish as this ensures progression of skills are built up sequentially and prior learning is built upon year on year over a two-year rolling programme. This enables children to express their ideas and thoughts in Spanish and provides opportunities to interact and communicate with others both in song, speech and in writing. The children are given lots of opportunities to practice and rehearse their oral skills. At the heart of our curriculum is the desire to expose children to authentic Spanish speakers so the scheme of work selected offers regular opportunities to listen to native speakers.

In Lower KS2, children acquire basic skills and understanding of Spanish with a strong emphasis placed on developing their Speaking and Listening skills. These will be embedded and further developed in Upper KS2, alongside Reading and Writing, gradually progressing onto more complex language concepts and greater learner autonomy.

Through our scheme, we intend to inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people. We aim to help children grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies.



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

1. understand and respond to spoken and written language from a variety of authentic sources
2. 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
3. can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
4. discover and develop an appreciation of a range of writing in the language studied.

## **IMPLEMENTATION**

Children have regular lessons in Spanish throughout Key Stage 2 using the Kapow scheme of work for planning and skills progression. Spanish topics are matched to the Great Horwood School 2 yearly cross curriculum topics where possible to enable the children to make links and connections within other subjects. Where this is not possible Spanish topics are taught discretely. This allows for a development of skills and knowledge to be taught and revisited year on year in a sequential manner utilising and building upon prior learning. Spanish lessons also offer insights into the culture of Spanish-speaking countries and communities. The introduction and revision of key vocabulary and grammatical structures is built into each lesson.

In line with the National Curriculum for MFL, pupils at Great Horwood Church of England School are taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clear
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

## **IMPACT**

We measure the impact of our curriculum through the following methods:

- Observing children speaking and listening in another language.
- Marking of written work
- Images and videos of children completing speaking and listening activities
- Interviewing the pupils about their learning (pupil voice).
- Annual reporting of standards across the curriculum to parents
- Learning walks
- Subject tracking.



The MFL subject leader will continually monitor the impact MFL teaching is having on the children's learning, through work scrutiny, to ensure the progress of knowledge and skills is being taught. They will also ensure the knowledge taught is retained by the children and continually revisited and that the learners are able to apply the skills they have been taught to a variety of different settings, showing independence with their learning. Impact will also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids and summative assessments aimed at targeting next steps in learning.

In Key Stage 2 a more formal teaching approach to teaching Spanish is taken following the Kapow scheme of work progression which builds on prior learning and extends children's repertoire of language and skills. This is documented in the progression framework document on the school website.

## **Expectations**

### **By the end of Year 4 children will be able to:**

#### **Knowledge**

To know simple commands; simple songs and rhymes and vocabulary to meet and greet someone in Spanish

To know how to ask questions to someone in Spanish

To know vocabulary about the personal body, food, family and friends and school in Spanish

To know how to describe an object in Spanish

To use language to explain how to get around a town in Spanish

To know how to use language to describe movement; about going shopping; about the world and know language about holidays and hobbies.

#### **Skills**

##### **Speaking**

Joins in with songs and rhymes

Responds to a simple command

Answers with a single word or a short phrase

Name people, objects and places

Ask a question

Choose the right word to complete a phrase

Name and describes places and objects

Start to speak in sentences

Choose the right word to complete a short sentence

Give a response using a short phrase.

##### **Reading**

Read and understand single words.

Read and understand short phrases

##### **Writing**

Write single words correctly including use of il/elle, le/la before the word.

Label a picture.

Copy a simple word or phrase.

Write phrases from memory.

Write what they like/dislike about a topic

### **By the end of Yr6 children will be able to:**

#### **Knowledge**



To know language to hold a conversation getting to know someone; a conversation about themselves; a conversation about food; a conversation about friends and family; to hold a conversation about school  
To know language to hold a conversation about visiting a town; to know how to order in a variety of different shops; to hold a conversation about daily routines and to hold a conversation about France as a country

### Skills

#### Speaking

Have a short conversation saying 3 or 4 things  
Speak in longer sentences  
Hold a simple conversation with at least 4 exchanges  
Use knowledge of grammar to speak accurately

#### Reading

Begin to read and understand a short passage using familiar language with support  
Explain the main points in a short passage  
Understand a short story or factual text and note the main points  
Begin to use the context to work out unfamiliar words

#### Writing

Write 2 or 3 short sentences on a familiar topic  
Write a paragraph of 4 or 5 sentences about a subject

### Safeguarding

Safety is paramount in all lessons and where the children are researching using technology to support the learning of French, the safeguarding principles are applied. All forms of technology are checked regularly, and children know how to safely report any unwanted sites or images that may appear despite the filters and precautions taken. We have ensured our child protection policies cover the use of technology by adults and children within the school.

The school complies with Inspecting Safeguarding in early years, education and skills settings and appropriate filters and monitoring systems are in place to protect learners from potentially harmful online material.

### Inclusivity, Equality and Special Educational Needs

Great Horwood CE School is committed to promoting inclusivity and equality of opportunity for all pupils. When planning and teaching, staff will make reasonable adjustments to promote equality of opportunity for all pupils based on them as individuals.

Lesson plans outline how learning is scaffolded in many ways to ensure equality of access to all children, enabling them to be inclusive to whole class, quality first teaching. For children from disadvantaged backgrounds, with special educational needs or who have English as an additional language, tasks may be broken down into smaller components, providing them with achievable goals. Learning builds upon small components and reinforces pupils understanding of content previously taught. As a result of this, all children will be enabled to achieve their full potential.

Specific support could include:

- allocating adult support
- providing additional support materials (e.g. visual aids such as photographs, Makaton symbols, concept boards)
- providing alternative resources e.g. switch technology, which is easy to manipulate, use of alternative materials for pupils with sight or hearing difficulties.



- modifying tasks (e.g. working on the same objectives but with an alternative of media, recording work in different ways such as with a digital camera/ verbally/ with a tape-recorder)
- Making it fun, accessible, songs, repetition
- Positive correction
- Make it relevant – personal, set up activities to show developed skills e.g. a restaurant
- Focus on listening and speaking
- Use of videos and native speakers to model correct pronunciation.
- Zones of regulation, growth mindset, movement breaks
- See also 'SEN Policy'

## **Wider impact of Spanish**

### **Spiritual, Moral, Social & Cultural (SMSC) Development in Spanish**

By choosing Spanish as our Modern Foreign Language, this allows us to explore the culture and social aspects of both our own British values as well as those of other countries. By exploring the spiritual, moral, social and cultural aspects of other countries, we are able to reflect upon our own national idiosyncrasies and core British values.

#### **Spiritual Development**

Learning Spanish supports our spiritual development by exploring a new language, culture and vocabulary. Children are encouraged to express themselves in Spanish. They are taught to accept and embrace other languages and cultures through the teaching of languages.

Children are given the opportunity to reflect upon and share their own beliefs, comparing them to Spanish speaking children. It is an opportunity to see that both Britain and Spain are multi denominational. Later, children compare the influences each country has had on other countries where both language and spirituality have been shared. Students are able to share their festivals associated with their religion and explore the Spanish equivalents, looking at similarities and differences.

#### **Moral Development**

Learning Spanish supports moral development by encouraging children to look, discuss and evaluate a range of social and moral issues found in other cultures. Pupils are encouraged to show empathy and understanding to others and learn about right from wrong and the choices historical figures from different cultures have made.

Children are able to tackle topics based on the exploration and questioning of moral issues. We look at the role of the family and discuss who is important to us and why. Children are given a strong sense of self and are able to express opinions and preferences.

#### **Social development**

Learning Spanish supports social development by encouraging a collaborative approach to learning. Children regularly converse in the target language. They are encouraged to experiment with language and learn from their mistakes.

Making sure children acquire social skills in order to interact with different people is integral in our taught Spanish at Great Horwood CE School. All children focus on interacting and conversational Spanish is a great time to really concentrate on interpersonal skills. Being able to use verbal and nonverbal means of communication really strengthens our children's interactive capabilities, which are essential skills when considering social development.



## Cultural Development

Learning Spanish supports the cultural development of a child by exposing them to a foreign language and culture. It helps promote internationalism and their role within the world. Pupils are encouraged to discuss and challenge stereotypes within a national and international context.

Spanish offers an excellent opportunity to learn about another culture, while reflecting on our own British culture. As children compare hobbies, homes, festivities and other cultural events, it is essential that they are able to draw from their own experiences to fully engage. Direct comparisons serve to heighten their awareness of their own culture and develop a sense of pride and national identity. It is also a good opportunity to reflect upon our own cultural diversity.

