



# Ringway Primary School

## Curriculum Statement

### MFL - Spanish



"One language sets you in a corridor for life. Two languages open every door along the way"

--Frank Smith

Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
<p><b>The school's leadership team will:</b></p> <ul style="list-style-type: none"><li>• Invest in the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes.</li><li>• Ensure children have access to Spanish dictionaries.</li><li>• Expect all pupils to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond KS2.</li></ul>	<p><b>Our teaching sequence will be:</b></p> <ul style="list-style-type: none"><li>• All classes will have access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons in EYFS, KS1 and KS2 which will be taught by class teachers and/or a language specialist teacher.</li><li>• Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.</li><li>• The school will have a unit planner in place which will serve as an overall 'teaching map' outlining for all teachers within the school what each class in each year group will be taught and when it will be taught.</li><li>• Each class in each year group will have an overview of units to be taught during the</li></ul>	<p><b>Pupil Voice will show:</b></p> <ul style="list-style-type: none"><li>• Pupils are enthused and excited by Spanish lessons</li><li>• Pupils are confident and happy to share their Spanish knowledge with others.</li><li>• Pupils have a secure understanding of Hispanic celebrations and any similarities and differences between these and their own cultural celebrations.</li></ul>

	<p>academic year to ensure substantial progress and learning is achieved.</p> <ul style="list-style-type: none"> <li>• Each unit and lesson will have clearly defined objectives and aims.</li> <li>• Each lesson will incorporate interactive whiteboard materials to include ample speaking and listening tasks within a lesson.</li> <li>• Lessons will incorporate challenge sections and desk-based activities that will be offered with three levels of stretch and differentiation.</li> <li>• Reading and writing activities will be offered in all units.</li> <li>• Every unit will include a grammar concept which will increase in complexity as pupils move from Early Language units, through Intermediate units and into Progressive units.</li> </ul>	
<p><b>The curriculum leader will:</b></p> <ul style="list-style-type: none"> <li>• Update and review content annually, creating a dynamic programme of study that will be clearly outlined in both long-term and short-term planning.</li> <li>• Ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase and, in so doing, will always be relevant and in line with meeting or exceeding national DfE requirements.</li> <li>• Promote Spanish so that children develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating.</li> </ul>	<p><b>Our classrooms will:</b></p> <ul style="list-style-type: none"> <li>• Offer lessons with appropriate levels of challenge and stretch at all times to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for the language they are learning.</li> <li>• Use the Language Angels Teaching Types to ensure that the language taught is appropriate to the level of the class and introduced when the children are ready.</li> <li>• Link units, where possible and appropriate, to class topics and cross curricular themes.</li> <li>• Celebrate national feast days from the country of the language being studied when appropriate to facilitate a whole school approach to foreign language learning along with improved cultural awareness.</li> </ul>	<p><b>Displays around school and books will show:</b></p> <ul style="list-style-type: none"> <li>• Pupils are provided with ample opportunities to speak, listen to, read and write the language being taught with and without scaffolds, frames and varying levels of support.</li> <li>• Pupils are able to develop a secure knowledge-base in Spanish, which follows a clear pathway of progression as they advance through the primary curriculum.</li> <li>• Pupils are motivated, and enjoy learning another language and about other cultures.</li> </ul>
<p><b>The class teacher will, with support from the curriculum leader:</b></p> <ul style="list-style-type: none"> <li>• Teach the four key language learning skills; listening, speaking, reading and writing and all necessary grammar will be covered in an</li> </ul>	<p><b>Our children will be:</b></p> <ul style="list-style-type: none"> <li>• Engaged because they are challenged by the curriculum.</li> <li>• Building on previous knowledge gradually as their foreign language lessons continue to</li> </ul>	<p><b>The curriculum leader will:</b></p> <ul style="list-style-type: none"> <li>• Regularly check that teachers know what to teach and how to teach it in each lesson, across whole units and across each scholastic term.</li> </ul>

<p>age-appropriate way across the primary phase.</p> <ul style="list-style-type: none"> <li>• Enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas.</li> <li>• Teach the children how to look up and research language they are unsure of and therefore create a bank of reference materials to help them with their spoken and written tasks going forward.</li> <li>• Offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences.</li> <li>• Encourage children to work towards becoming life-long language learners.</li> </ul>	<p>recycle, revise and consolidate previously learnt language whilst building on all four language skills: listening, speaking, reading and writing.</p> <ul style="list-style-type: none"> <li>• Aware of their own learning goals and progression as each unit offers a pupil friendly overview so that all pupils can review their own learning at the start and at the end of each unit. They will know and will be able to articulate if they have or have not met their learning objectives and can keep their unit learning intention sheets and unit core vocabulary sheets as a record of what they have learnt from unit to unit and from year to year.</li> </ul>	<p>This will be evaluated by learning walks, drop ins, pupil conferencing and work scrutinies.</p> <ul style="list-style-type: none"> <li>• Record and monitor Pupil learning and progression and use this data to ensure teaching is targeted and appropriate for each pupil, class and year group as well as to feedback on progress to SLT and stakeholders.</li> </ul>
--	--	--