



Learning in Spanish at St Margaret Mary's

We try to follow Jesus in everything we do.

Why is Spanish important at St Margaret Mary's?

3I's

Intent

Our MFL curriculum has been specifically tailored to meet the needs of our school community. It is designed to be broad and balanced, providing all pupils with the opportunity to be curious and wise in their learning and knowledge. To be attentive and discerning in order to make sense of the world around them and give purpose as to why we learn about and from languages. This will help them become faith filled and hopeful in their abilities to change and transform our society.

At St Margaret Mary's RC Primary School we strive to stimulate and encourage children's curiosity about language as we believe that the learning of a language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills in speaking, listening, reading and writing, with an aim of making substantial progress in one language. In addition, the children's knowledge of how language works will be developed to enable them to use and apply their Spanish learning in a variety of contexts and to lay the foundations for further language learning in the future.

We believe that learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others, which in turn feeds into the Catholic ethos of our school that each one of us is special and made in the image of God and are part of God's family, not only here in school and our parish but globally.

Implementation

At St Margaret Mary's, MFL is taught through the framework of the 2014 National curriculum. Throughout their time at St Margaret Mary's children develop both their love of learning languages and their language learning skills.

In KS2, a specialist teacher teaches the children every other week for 30/40 minutes with the class teacher delivering a follow up session.

We want to enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and writing.

We follow the Languages Angels scheme of work. The focus of study is on practical communication while developing the children's knowledge of phonology, grammatical structures and vocabulary, while the skills develop as children move through the year groups.

The children learn through active participation in action rhymes, stories, songs, role-plays, grammar focus, video clips, sentence structure, book making and many more creative ways to extend, embed and combine language skills. We use both authentic target language resources and tailor-made resources.

Formative assessment occurs in each lesson and informs planning and teaching of subsequent lessons, in addition we use the Language Angels assessments to track progress. Children record their work in MFL books, which follow them up the school.

Impact

Our Spanish curriculum will ensure all pupils develop key language learning skills, as set out by the National Curriculum, as well as a love of languages and learning about other cultures. These are as follows:

- To introduce young children to another language in a way that is enjoyable and stimulating.
- To understand and respond to spoken and written language from a variety of authentic sources.
- To develop listening, speaking, reading and writing skills so that children speak with increasing confidence, fluency and spontaneity, asking and answering questions and that they can write at varying length for different purposes.
- To encourage children to be aware that language has a structure and that structure differs from one language to another.
- To deep children develop their awareness of cultural difference in other countries.
- To stimulate and encourage children's curiosity about language.
- To lay the foundations for future language learning.

Spanish Long Term Plan

Each class in KS2 has a 2-year rolling programme. Here are some example units that children may study in one academic year. Each half term there is also one Spanish speaking country selected as a cultural focus.

Cycle A

AUTUMN

Half Term 1	I'm Learning Spanish (E) Colours and numbers (E) SPAIN Weird and wonderful Spanish Festivals (CL)
Half Term 2	Animals (E) Happy Christmas (CC) MEXICO Day of the Dead (CL)

SPRING

Half Term 1	I can (E) Phonics Lesson 1 (E) EL SALVADOR Oscar Romero Crosses (CL)
Half Term 2	Musical Instruments (E) Little Red Riding Hood (E) CUBA Salsa (CL)

SUMMER

Half Term 1	Seasons (E) Ice Cream (E) GUATEMALA Worry Dolls (CL)
Half Term 2	Fruits and vegetables (E) The Incan Civilisation (CL) PERU

E	Early Language Unit
I	Intermediate Language Unit
P	Progressive Language Unit
CC	Creative Curriculum
CL	Cultural Lesson

Units in bold will be assessed

What Spanish looks like at St Margaret Mary's

What a Spanish lesson looks like at our school:

Planning:

The planning developed for KS2 targets objectives taken from the 2014 National Curriculum. Each class in KS2 has a 2-year rolling programme. This is sequenced carefully to build upon taught knowledge in phonics, vocabulary and grammar, each building on learning from the previous year ensuring progression and each contributing to a secure development of the National Curriculum objectives. We use the 'Primary Language Network' and 'Language Angels' online content for teaching and learning resources to support planning.

Teachers also ensure that learning in Spanish is not exclusive to Language lessons but a part of the school routine. This enables our pupils to use their language knowledge in different contexts and repetition of key vocabulary increases the long-term memory, essential for lifelong learning.

Teaching:

In KS2, a specialist teacher teaches the children every other week for 30/40 minutes with the class teacher delivering a follow up session. All lessons delivered by the specialist teacher are supported by the class teacher or teaching assistant.

The lessons are organised in three parts: a warm-up consisting of a song or game, grammar/phonics practice and introduction of topic vocabulary. The teacher also provides revision of previous learning through use of mind maps, questioning and mini quizzes. Our long-term planning ensures coverage of objectives and the medium-term planning details cross curricular links and the sequence of lessons to ensure progression of skills and knowledge.

Displays:

Assessment:

Assessment in Languages is carried out within the lessons as part of ongoing teaching and learning and is guided by the National Curriculum Framework, supported by resources from the 'Primary Language Network' and 'Language Angels'. Most assessment will be through questioning, discussion and verbal feedback during lessons. Each half term, our pupils will complete a formal end of unit assessment focusing on the key skills of reading, writing, speaking and listening. This form of assessment enables us to determine the learning and progression of all pupils in the key language learning skills as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2.

Inclusion:

Spanish is planned for according to the individual needs of the children - in line with the whole school policy surrounding equal opportunities and based upon our school aim to recognise that each child is unique. There are many ways in which SEND children can access the Spanish curriculum including:

- Ensuring familiarity with equipment
- The use of small steps during practical tasks
- Differentiated tasks that are adapted to meet the needs of pupils
- Additional adult support to ensure the development of skills
- Suitable resources that support learning and allow full participation

Monitoring:

All of our staff and senior leaders are involved in measuring the impact of our languages curriculum in differing ways. This is planned through the School Development Plan, using our annual monitoring cycle and termly development plan to map out monitoring and review over the year.

There is a clear monitoring cycle in place which evaluates languages teaching and learning, outcomes, pupil and parent voice. These outcomes feed into action planning to continually evaluate and improve our teaching and learning in reading.

Monitoring and evaluation could include:

- A review of learning in books
- Lesson observations
- Evaluation of the impact of staff professional development - including the support from expert teachers at our feeder secondary schools
- A review of medium term planning
- Talking to pupils and parents about learning in Spanish
- Subject leader review trails to evaluate the impact of the curriculum - this could be reviewing the website or the curriculum offer, talking to staff and pupils

Parents:

Parents are encouraged to get involved with whole school MFL events such as our annual Hispanic Day. Parents are provided with updates through the school website, Twitter and the weekly newsletter. At the end of the academic year, parents are provided with comments relating to the children's Spanish learning in the end of year report. The curriculum overview, National Curriculum progression skills and knowledge organisers are available on the school website for parents.

How do we know our children have made progress?

We know children have made progress by measuring their learning against the objectives outlined in The National Curriculum for each year group. The children's attainment is assessed and monitored each half term to assess the children's knowledge and understanding through a particular topic. Children's learning is also assessed prior to the beginning of a new topic to ensure prior knowledge and language is secure. A whole school progression document outlines subject knowledge and working scientifically skills to ensure they are taught sequentially through each year group to ensure knowledge and skills are built upon. Increasing complexity of language and precision is expected as the children move through their MFL learning.