



# LANGUAGES

## Intent, Implementation and Impact Statement



### INTENT

St. Andrew's CEVA Primary's Spanish scheme of work aims to instil a love of language learning and an awareness of other cultures. We want pupils to develop the confidence to communicate in Spanish for practical purposes, using both written and spoken Spanish.

Through our scheme of work, we aim to give pupils a foundation for language learning that encourages and enables them to apply their skills to other languages, facilitates further language study and opens future opportunities to study and work abroad.

St. Andrew's CEVA Primary's Spanish scheme of work supports pupils to meet the National curriculum end of Key stage 2 attainment targets (there are no Key stage 1 attainment targets for languages). The St. Andrew's Spanish curriculum aims to provide pupils with a firm foundation of language learning. For this reason, we teach the three building blocks of a language system:

- Phonics
- Vocabulary
- Grammar

Pupils connect these building blocks of knowledge to create meaning in a variety of contexts, allowing them to develop their skills in the following strands:

- Language comprehension: listening and reading
- Language production: speaking and writing

Ample opportunities are provided to ensure that children can practise their learning.

Through the Languages curriculum, our I-ASPIRE values can be embedded through the following.

**Independence**– To be able to use the Spanish language, both orally and in written forms by the end of Year 6, and to have the independence to converse in emerging Spanish when needed.

**Ambition**– Children aim to broaden their horizons and learn a new language and culture.

**Self-control**– Children can demonstrate this by participating collaboratively during lessons and having the self-control to listen to others.

**Perseverance**– Children are encouraged to preserve and develop techniques and skills to support them when facing challenges that arise when learning a new language.

**Integrity**– To be respectful when learning about the cultures of other people and consider how this compares to one's own culture.

**Responsibility**– Children will take responsibility of their learning of Spanish and will use their new skills to engage in basic conversations.

**Empathy**– Understanding differing cultures and considering similarities and differences both within a country and from country-to-country.

## IMPLEMENTATION

Through St. Andrew's CEVA Primary's Spanish scheme, pupils are given opportunities to communicate for practical purposes around familiar subjects and routines, with balanced opportunities for communication in both spoken and written Spanish.

Spanish is taught weekly to all Key Stage 2 pupils, with an emphasis on practising and applying these skills when possible, for example, greeting each other in Spanish in the mornings and afternoons.

Pupils first develop confidence and accuracy with oral skills then increasingly apply their knowledge to extended reading and writing as they progress through Key stage 2. This is a spiral curriculum, with key skills, grammar and vocabulary revisited with increasing complexity, allowing pupils to revise and build on their previous learning.

Cross-curricular links are included throughout our Spanish units, allowing children to make connections and apply their language skills to other areas of their learning. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including role-play, language games and language detective work. Our scheme of work focuses on developing what we term 'language detective skills' and developing an understanding of Spanish grammar, rather than committing to memory vast amounts of Spanish vocabulary. Each unit is based on a specific theme with a motivating end outcome which gives the children a context and clear purpose for their learning.

Learning can be adapted for all lessons to ensure that they can be accessed and enjoyed by all, with lessons being of a high standard that ensure pupil progression. Lesson presentations include sound files, along with a series of phoneme videos, helping with pronunciation and speaking confidence.

## IMPACT

The impact of St. Andrew's CEVA Primary's Spanish scheme can be monitored continuously through both formative and summative assessment. Pupils frequently evaluate their own and their peers' performance, respond to feedback and recognise their own progress. Every unit has a unit quiz and knowledge catcher which can be used at the start and/or end of the unit.

Pupil Voice sessions will regularly take place to ensure children are retaining information and can recall knowledge from previous units of work.

Pupils should leave school equipped with a range of language-learning skills to enable them to study Spanish, or any other language, with confidence at Key stage 3.

The expected impact of following the St. Andrew's Spanish scheme of work is that children will:

- Be able to engage in purposeful dialogue in practical situations (e.g. ordering in a cafe, following directions) and express an opinion.
- Make increasingly accurate attempts to read unfamiliar words, phrases and short texts.
- Speak and read aloud with confidence and accuracy in pronunciation.
- Demonstrate understanding of spoken language by listening and responding appropriately.
- Use a bilingual dictionary to support their language learning.
- Be able to identify word classes in a sentence and apply grammatical rules they have learnt.
- Have developed an awareness of cognates and near-cognates and be able to use them, and other language detective skills, to tackle unfamiliar words in Spanish, English and other languages.
- Be able to construct short texts on familiar topics.
- Meet the end of Key stage 2 stage expectations outlined in the national curriculum for languages.
- Develop a greater awareness of the wider world and an appreciation for the role of language learning in promoting cross-cultural understanding.