

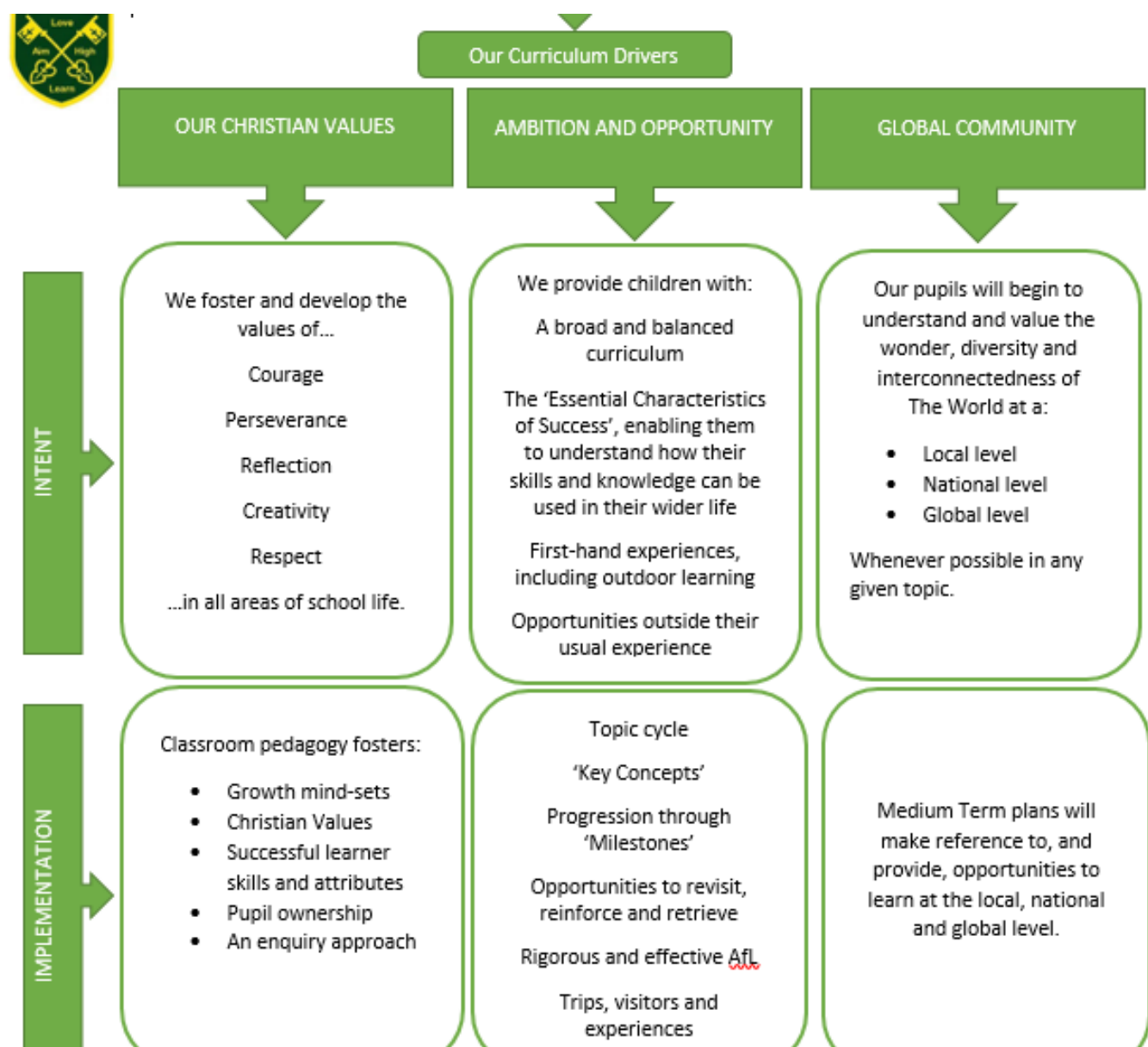
# How We Teach Spanish at St Peter's

## 1. Intent

Through our MFL curriculum, we intend to

- prepare children to be a global citizen now and in their future roles within a global community.
- develop children's knowledge to be able to communicate in another language other than English.
- develop children's understanding of different cultures around the world

This aligns particularly well with our global community curriculum driver, allowing children to begin to connect on a global level and to understand and value the similarities and differences between their own and another culture and language.



At St Peter's, we feel that learning language in a meaningful context is key. Our Spanish curriculum is therefore based on common everyday language and topics, as well as following our overall topic cycle for the term. There is a clear progression, through the variety of the vocabulary taught as children progress through the topics, the grammatical structures they will encounter, and the length and complexity of the texts and spoken language presented to them.

We believe that early language learning is key to developing accomplished foreign language speakers, and our Spanish curriculum therefore begins at Key Stage 1.

An awareness of phonic structures within words is key in learning any language, and this is developed through rhymes and songs within Spanish lessons. The learning of grammatical structures enhances their learning of their own language.

As children progress through the school, it is important that they not only develop their conversation, reading and writing ability, but that they are exposed to native Spanish language speakers. This is achieved through the use of videos and recorded Spanish speech, presented to the children as a key feature of their lessons.

## **Implementation - The Essentials Curriculum – Chris Quigley**

### **Approach**

At St Peter's, The Essentials Curriculum allows us to turn the intent of 'Our Curriculum Drivers' in to reality for the children. From The 'Driver' – AMBITION & OPPORTUNITY – we use 'The Essential Characteristics' of a linguist to be the driving force behind the language activities we plan and teach.

The simple premise here is:

'If you have the ambition to be a linguist, these are the most important characteristics you will need in the future.'

## **Implementation - Curriculum Structure**

- **Essential Characteristics**

The things you need to show, do & understand to be a linguist.

- **The Key Concepts**

The biggest ideas we can work at whilst we develop The Essential Characteristics.

- **The Context**

The topics and grammar we are going to study as we develop the above.

- **The Milestones**

The Essential Characteristics broken down into a progression of descriptors. Do these and you'll gradually achieve those Characteristics.

## **Key Concepts**

In every Spanish topic, the children will be developing 5 Key Concepts, within which they will have the opportunity to develop their Essential Characteristics. The level at which the children are expected to operate is described in detail at 3 Milestones (Yr1&2, Yr3&4, Yr5&6).

- Listening
- Speaking
- Reading
- Writing
- Understanding culture

## **How We Ensure the Correct Coverage**

Our schemes of work and planning come from **Light Bulb Languages**, a resources site for teachers. It contains most of the resources that were previously housed on MFL Sunderland, and many more.

## **COPYRIGHT STATEMENT**

## **PRIVACY POLICY**

The URL of the site is **<http://www.lightbulblanguages.co.uk>** and the name of the site is **Light Bulb Languages**.

**Light Bulb Languages** was created by Clare Seccombe and is supported and maintained by Ideas Education Ltd.

The schemes of work from **Light Bulb Languages** are underpinned by the National Languages Strategy '*Languages for All Languages for Life*'. The National Languages Strategy for England set out, in 2000s, the Government's commitment to increasing the nation's languages capability, and a vision of languages as "a life long skill – to be used in business and for pleasure, to open up avenues of communication and exploration, and to promote, encourage and instill a broader cultural understanding". It still stands today as the best thought out approach to Primary School MfL that has existed.

Our schemes of work that detail the progression that Spanish is taught in can be downloaded from our website and are saved on the schools internal system in CURRICULUM 2020+ ----- Tier C – Progression Grids ----- Spanish.

A copy of the the National Languages Strategy '*Languages for All Languages for Life*' is also available in both those places.

## **Assessment in Spanish**

Assessing whether pupils have learnt what they are expected to learn (as laid out in the Milestone descriptors) will essentially be a practical 'Assessment for Learning' based approach, at St Peter's.

There are the **Lightbulb Languages** Schemes of Work that teacher's may use to help inform their planning.

However, teachers are largely expected to use their time to use their 'on the spot assessment' to inform them of what to do next. In lessons this 'on the spot assessment' will result in instant feedback for pupils to guide them on to the next step they need. Or it may result in the lesson being modified to achieve the optimal amount of learning.

After lessons, teachers are encouraged to use their Formative Assessment to set up the next learning experience for the children. Written feedback should only be given if it's useful to the child and they use it to move their learning on. Verbal feedback in the lesson or spending the time really thinking out the next lesson, so it has maximum impact, should be given highest priority.