

St Cuthbert's RCVA Primary

Modern Foreign Languages Curriculum Statement

NATIONAL CURRICULUM PURPOSE OF STUDY

THE NATIONAL CURRICULUM STATES THAT:

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries. Aims
The national curriculum for languages aims to ensure that all pupils:

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

NATIONAL CURRICULUM REQUIREMENTS FOR SUBJECT CONTENT AT KS2

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of

classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3. Pupils should be 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 clearly
- 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.

The starred (*) content above will not be applicable to ancient languages.

CURRICULUM INTENT

- To ensure pupils have learned the knowledge and skills set out in the National Curriculum in relation to learning Spanish
- To ensure our foreign language provision follows British Council advice relating to languages for the future.
- To ensure learning of skills in Spanish is progressive and includes specific teaching of the 16 different phonemes
- To ensure our curriculum promotes resilience and co-operation and celebrates effort and improvement.
- To improve the cultural capital of our pupils by teaching them about one of the most culturally significant languages in Europe, the Americas and the wider world
- To ensure children leave us in Year 6 ready to further their Spanish knowledge and understanding at KS3 in whichever school they may attend

CURRICULUM IMPLEMENTATION

SEQUENCE

Learning a foreign language is a foundation subject in the National Curriculum. Our school uses the objectives from the curriculum as the basis for the planning in Spanish based on the iLanguages scheme of work. Planning is progressive and has begun this year with all KS2 classes learning the Y3 programme. This will be rolled out year after year. The scheme of work ensures that key knowledge is repeated in a spiral curriculum to help to embed it into long term memory.

TEACHING & LEARNING

We teach Spanish for approximately 40 minutes per week and phrases are then embedded in every day usage e.g. when taking the register.

Teacher subject knowledge and confidence is reviewed regularly. The academic year 2019-20 will see two members of staff delivering the curriculum to Y3-6. Y3 staff will take part in the lessons and will therefore be in a position to deliver the scheme the following year. Both lead teachers have undertaken some CPD through iLanguages webinar and through links with local secondary schools.

EXTRA CURRICULAR OPPORTUNITIES

Year 5 and 6 are given opportunities to take part in Spanish sessions in local secondary schools as part of the transition process.

SPECIAL EDUCATIONAL NEEDS | MORE ABLE, GIFTED & TALENTED

All lessons are tailored to the needs of the children in the class. Teachers model activities as well as providing different levels of difficulty to support less able pupils and lessons are adapted to be inclusive of all disabilities. We recognise that children with social and communication difficulties may struggle with an additional language so teachers may choose to use further Widgit / visuals to support the lessons. Quality first teaching strategies aim to include all pupils. Any significant concerns are raised in SEND termly meetings.

SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT

The teaching of a foreign language offers opportunities to support the social development of our children through giving them an understanding of the world around us and an appreciation of different cultures.

We recognise our role in challenging stereotypes within Spanish lessons and teach both language and culture.

Spiritually, we learn about significant Hispanic figures in Catholicism and about the importance of religion in Spanish speaking countries, comparing it to our own practices.

CURRICULUM IMPACT

ASSESSMENT & RECORDING

Teachers assess children's work in Spanish through discussion and support within the lesson. Most assessment is through verbal communication although there will be some opportunities for independent written work to be marked. There is no expectation that vocabulary lists should be marked.

At the end of the year, the class teacher makes a summary judgement about the work of each pupil in relation to the skills they have developed in-line with the National Curriculum in England 2014 and these are reported to parents as part of the child's annual school report. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

We do not want to instil the idea that some children can do Spanish and others can't. We recognise effort, progress and determination and offer advice on how to improve, highlighting the strengths and weaknesses and encouraging progression and enjoyment for all pupils.

MONITORING & REVIEW

The monitoring of the standards of children's work and of the quality of teaching through monitoring planning, lessons and pupil voice in Spanish is the responsibility of the PLTs and Head Teacher.

The work of the PLTs also involves supporting colleagues in the teaching of Spanish, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. Pupils and staff also have opportunities informally and more formally to make suggestions e.g. through questionnaires and in curriculum staff meeting time.

The PLT meets termly with a designated governor to discuss development priorities and reports to the full governing body as part of the Head Teacher's report.

EXTERNAL VERIFICATION

Consultation with local schools through "Sea-links" in October 2019 has informed end points in our development of the curriculum for 2019-20 and opened up opportunities for further professional development.