

Foreign Languages (Spanish) at Badsley

Overall Rationale

At Badsley, we provide a foreign languages curriculum that is engaging and interactive for all learners and which inspires curiosity and respect towards other languages, countries and cultures. We aim to develop our children's confidence in communication, orally and in writing, developing their speaking, listening, reading and writing skills in the target language. Teaching will focus on the three pillars of language learning; phonics and pronunciation, vocabulary and grammar. Foreign language teaching at Badsley is focused on Spanish for all children in KS2 to allow learners to make significant progress in the language. We aim to provide varied activities to maximise the opportunities to learn and communicate in different ways to develop all children's language skills and confidence in Spanish.

Alongside the teaching of the language, we believe that it is important to ensure children understand that languages provide a window into other cultures and countries around the world. Within the language units, comparisons between aspects of English and Spanish culture are covered and children develop an understanding of some everyday routines and social norms in Spain. To further develop our children's intercultural understanding, additional lessons and activities are provided to explore cultural events and other aspects of life both in Spain and other areas of the Spanish-speaking world.

Content and Sequencing

Spanish is taught through subject-focused units at three levels – Early, Intermediate and Progressive. Vocabulary around the key subject is taught and developed within each unit and pronunciation and grammar threaded through and across units at all levels. Spanish phonics is taught progressively across KS2 to aid children with their reading and writing of words and to support their pronunciation. Pronunciation is further developed through the use of native speaker recordings which are used to support teaching throughout the learning journey.

Children are taught reading, writing, speaking and listening skills with Spanish at all levels and the development of each of these skills is supported across each lesson. Vocabulary is taught, practised and revisited throughout each unit and high-frequency words are revised and further developed in future modules.

Meeting the needs of all Learners

All pupils are taught Spanish in each year group in KS2 and move through the taught units at an equal pace. Scaffolds and adult support is provided to ensure all learners develop a secure understanding of what is being taught, including timely adult support where required.

Vocabulary is taught and practised using a range of strategies to support the outcomes of all children and to suit all learning styles. This includes visual, auditory and written resources, frequent repetition and revision of taught words, games, role-plays, songs and rhymes.

Key Concepts

Phonics and pronunciation
Subject-specific and transferrable vocabulary
Key grammar concepts, including noun genders, adjectival agreement, verb conjugation and word order
Speaking and listening
Reading
Writing

EYFS

Although not taught in EYFS, our foreign languages curriculum builds on skills developed through teaching in the following areas of learning and development:

- Communication and language
- Literacy
- Understanding the world
- Expressive arts and design

Links to Other Subjects

Speaking and listening are key to every lesson.
Spanish phonics is taught and developed across each year group and reading takes place in every unit, including the use of context clues for understanding longer texts.
Sentence writing is developed through every year group, including grammar and punctuation.
Geography – Countries of the world that are Spanish speaking.
PSHE – Exploring and respecting other cultures.
Music – Appreciating music in Spanish

Retrieval Practice

Phonics is taught in each year group and target graphemes are revisited throughout the relevant year group units. Previously taught phonics is revisited and key sounds identified within new vocabulary.
Vocabulary is taught, revisited and developed through a range of strategies, resources and games across each unit to support the commitment of key vocabulary to learners' long-term memory.
Previously taught grammar rules are revisited and developed gradually through units at all levels, with common grammar features being retaught at each level in developing depth and complexity.

Assessment and Outcomes

Informal assessments of progress are completed through quizzes at the end of each unit of work to measure children's progress in reading, writing, speaking and listening using the vocabulary and grammar taught within each module.
Individual and common areas for development will be identified by the class teacher and will be supported in further teaching. Key common areas for development will also be shared with the subject leader so that outcomes can be monitored and to assist leaders in providing support, including CPD, to help staff target and further develop these areas in future learning.

Subject Leader Responsibility

The subject leader is responsible for selecting the units to be covered by each year group and ensuring the chosen work supports the needs of our learners and the requirements of the curriculum.
The outcomes and impact of individual modules are discussed with staff to enable the subject leader to make decisions on the units to be covered within the next year and to make any necessary adaptations to the curriculum.
The subject leader supports staff with planning, delivering and monitoring the outcomes of lessons as required and provides CPD to support staff subject knowledge and development. Links are made with curriculum teams within school and the local area to share curriculum developments and best practice.