

Intent:

At Eastfield we aim to deliver a high- quality Spanish curriculum that will help our children to build knowledge (procedural & declarative). Our school uses the ilanguages Spanish Curriculum which adopts the Kagan co-operative learning methodology to enhance interaction and aid progression. Having been a part of many discussions with both our children and parents, it was clear that our children are most likely to visit a Spanish speaking country and therefore this methodology allows us to develop;

Knowledge and understanding of:

- The use of vocabulary
- The understanding of vocabulary
- Correct phoneme usage
- Sentence building skills

The Skills to :

- Pronounce words, phrases and sentences correctly.
- Spell Spanish words correctly
- Listen and respond appropriately
- Read and write sentences

The phonics PowerPoints are based on the Borel-Maisonny method for teaching phonemes using an action and each action has an accompanying video clip to demonstrate it. As the teacher becomes familiar with each action he or she can use them in class without playing the video.

Implementation:

Curriculum Organisation:

Our curriculum is organised to develop our children's depth of knowledge over time. Each year group has a set of learning intentions for each lesson that follows on sequentially from what has been taught in the previous year group

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Spanish greetings and culture. Spanish in the classroom Animals	Numbers and plurals Connectives and sentence structure Gender Spanish names Story telling Christmas	Colours Adjectives Word order and opinions Story telling	Numbers Age Definite and indefinite articles Easter	Quisiera Pero connective Asking questions Extending sentences	Numbers Days of the week Barcelona Revision raps Assessment
Year 4	Revision of classroom instructions Animals	Colours Facial features Adjectives Food	Shopping and food pronunciation Numbers 1-15 revision	Personal description Celebrity description	Spanish festival Possessive adjectives	Stories Present a spoken text Assessment

	Responding to stories Spanish poetry Parts of the body	Opinions Christmas traditions	Numbers to 30 and Spanish maths Dates, Birthdays and Name days	Spanish tongue twisters with the soft c. Family	Dictionary skills and pronunciation Clothes and colours	The san Fermin festival
Year 5	To be introduced as all year groups become proficient with the year 3 and 4 knowledge, skills and Vocabulary.					
Year 6						

Pedagogy:

Each lesson is organised around a four step model with follow up activities to be reinforcing the learning throughout the week. These are clearly highlighted on each of the learning plans. The resources are available to support the learning but can be supplemented with other resources allowing for teacher's creativity.

1. **Introduction** to new learning and links made with previous knowledge and skills acquired.
2. **Teaching of the new phase, words and skills.** - usually in the form of present and practice.
3. **Application** of the new skills.
4. **Expression and Revision** of the new language and skills.

Impact:

At the Leadership Level

Spanish has a clear monitoring cycle that consists of 3 clear foci across three consecutive half terms:

1. **Development Focus Input** - identifying the work that needs to be conducted *e.g. pupil voice, staff voice, enquiry, classroom walk through, enquiry into books, planning alignment, learning environment evidence, data etc.*
2. **Development Activity** - focused improvement work *e.g. CPD, staff coaching/mentoring, purchase of resources etc.*
3. **Development Moderation** - impact of leadership work *e.g. pupil voice, staff voice, enquiry, classroom walk through, enquiry into books, planning alignment, learning environment evidence, data etc.*

Spanish has an identified Subject Lead and is part of the Culture Team; staff work in teams to identify, lead and monitor the development of the curriculum across the school. This work is cyclic and builds on areas identified for development. Timely feedback is given to staff after any monitoring and the Subject Lead writes an annual causal chain to outline work undertaken and the impact they have had on the teaching and learning of Spanish across the school.

At Classroom Level

The impact of the acquired knowledge and skills is measured in the **Expression section of the lesson and in the assessment phase** that allows the children to showcase what they have learned. At the end of the year children will complete an assessment booklet which can then be used to measure achievement over the year. Quizzes and assessment points may also be created over the year to allow for teachers to make judgements about further planning and form gap analysis.

On an annual basis teachers provide a summative assessment for children within their class. This is analysed by the Subject Lead.

Spanish Subject Lead: Anna Wood.