****

**Spanish KS2 Mixed-Age Intent, Implementation, Impact**

**Intent**

Learners will

* Develop resilience in language learning as well as enjoyment of it through a challenging scheme of work
* Acquire language learning strategies for memorisation and retrieval as well as for listening, reading and understanding
* Be able to manipulate language to speak or write sentences creatively using prior knowledge of grammar and key features
* Have a sound grasp of the key sounds of the Spanish language and be able to apply this knowledge when speaking, listening and reading aloud
* Recognise some of the language patterns of Spanish and how these differ or are similar to English
* Appreciate and be able to copy the sound of the language at text level through songs, stories and rhymes
* Have a deeper understanding of cultural differences and similarities
* Demonstrate substantial progress in learning Spanish and work towards or meet the targets of the KS2 Programme of Study for Languages

**Skills and Knowledge**

See the ‘MFL Primary Spanish Overview’ document for specific learning objectives and content.

**Skills** (Years 3 and 4 / Years 5 and 6)

* Listen, read and show understanding of single words / more complex familiar phrases and sentences in texts
* Listen, read and show understanding of short phrases in texts as well as songs and rhymes /

more complex sentences using familiar and unfamiliar words

* Recognise a familiar question and respond
* Ask and answer several simple and familiar questions / more complex familiar questions
* Write and say a sentence with single familiar words and a connective with support and confident to attempt it without / a simple or more complex phrase to describe people, places and things with a language scaffold as well as be confident to do the same without support
* Recognise some letter strings and pronounce them in familiar words
* Read aloud short familiar sentences / more complex familiar sentences and pronounce unfamiliar words in a sentence with a high degree of accuracy using knowledge of phonics
* Use strategies for memorising vocabulary
* Join in with the actions of familiar songs, stories and rhymes sometimes from memory / follow the text of a familiar rhyme, song or story and identify the meaning of the words
* Read aloud the text of familiar songs, rhymes and stories

**Knowledge**

* Awareness that Spanish is spoken in other countries besides Spain
* Awareness that there are 2 groups of nouns in Spanish (masculine and feminine)
* Awareness that letters in Spanish can make a different sound to English and the top tip rules for correct pronunciation
* Formation of a question with rising intonation
* Awareness of silent ‘h’
* Rules for making nouns plural
* Rules of agreement of adjectives in the singular and plural
* Position of majority of adjectives in a sentence
* Making a sentence say not
* Position of colour adjectives in a sentence
* Use of singular and plural possessive adjectives
* Traditional songs and rhymes

**Implementation**

* Pupils currently have 1 x lesson per week of Spanish in blocks of 5 or 6 weeks (alternate terms)
* Lessons are designed to be progressive and build on prior learning, moving from word to sentence level
* Lessons include support for the less able and extension tasks for the more able
* Lesson activities are challenging, varied and interactive and develop listening, reading, speaking and writing skills
* Interactive resources with audio support are used
* The choice of vocabulary ensures exposure to all the key phonic sounds and ability to build sentences using grammatical knowledge
* Formative assessment in each lesson informs the planning and teaching of subsequent lessons

**Impact**

* All activities/tasks deliver the aims and subject content of the KS2 Languages Programmes of Study and in particular to those of the appropriate year groups as detailed above
* Pupils self-assess their progress at the end of each term using a traffic light system and comment on their grasp of the new knowledge
* Low-stake quizzes and end of term summative assessment to gather evidence of attainment and progress
* Based on the evidence, class teachers can inform parents/guardians of this, using reporting statements which relate to the expected targets of each year group (see Skills section)
* To enhance the impact on enjoyment and intercultural understanding, school leaders could consider organising language events and competitions, provide access to out-of-school online materials, take-home bags of resources, purchase class readers in the target language etc.
* All of the above provides evidence that the ‘statements of intent’ are met