



Walmsley C.E. School

'Growing as a family to flourish in God's Love.'



Walmsley C of E Primary School

# Spanish Curriculum Statement

**Date of Issue:** January 2025

**Next Review Date:** January 2028



## Curriculum Statement Cover Note

Title of the Policy	Curriculum Statement
Summary/Reason for bringing to Governing Board for Approval	Review
Statutory Requirement	No
Decisions to be made / recommendation on options	
Name of the author	A Catterall/ P McGuire
Date written	January 2025
Date for Review	January 2028
Policy/Procedure to be published on the school website	Yes
Amendments/Updates	No Substantive Changes

### Vision

***Growing as a family to flourish in God's love.***

Guided by God, we will provide rich, memorable learning experiences which will build character in each individual child.

We will ensure that all children are able to flourish and experience God's wonderful world in all its fullness.

Together as a family we aim to love, respect, aspire, trust, show compassion and be resilient.



*Resilience*



*Trust*



*Aspiration*



*Hope*



*Respect*



*Love*



## **Statement of Intent**

Spanish at Walmsley is an essential part of the curriculum to develop an interest in learning other languages in a way that is enjoyable and stimulating. We encourage children's confidence and we aim to stimulate and encourage children's curiosity about languages. We strive to embed the skills of listening, speaking, reading and writing, necessary to enable children to use and apply their Spanish learning in a variety of contexts and lay the foundations for future language learning.

Our MFL curriculum is designed to progressively develop children's skills in languages, through regular taught lessons. Children progressively acquire, use and apply a growing bank of vocabulary organised around topics. All our children in KS2 will have regular language lessons.

We actively plan links to develop children's awareness of cultural differences in other countries, through our protected characteristics, British values and curriculum enrichment opportunities.



## 1. Introduction

This policy outlines the purpose, nature and management of the teaching and learning of all aspects of the Modern Foreign Languages curriculum at Walmsley CE Primary School. This document describes the aims and principles for the teaching of MFL.

The Nature of Modern Foreign Languages Modern Foreign Languages is the development of children's linguistic competence as well as promoting, encouraging and instilling a broader cultural understanding through the teaching of Spanish in lessons as well as through language clubs and projects with our partner school in Spain.

The National Curriculum for every pupil in Key Stage 2, Modern Foreign Languages is a statutory foundation subject. The attainment targets outlined in the Programme of Study for Languages relate to listening and speaking skills, reading and writing skills and knowledge about grammar.

### Speaking and Listening:

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 the words.
- Engage in conversations; ask and answer questions; respond to those of others; seek clarification and help.
- Speak in sentences using familiar vocabulary, phrases and basic language structures.
- Present ideas and information orally to a range of audiences.
- Appreciate stories, songs, poems and rhymes in the language.

### Reading and Writing

- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Read carefully and show understanding of words, phrases and simple writing.
- Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.
- Describe people, places, things and actions orally and in writing.
- Write words from memory and adapt these to create new sentences, to express ideas clearly.

### Grammar

- Understand basic grammar appropriate to the language being studied.



### **3. The Aims of Modern Foreign Languages Teaching**

1. Develop an enthusiastic and positive attitude to other languages and language learning.
2. Develop language skills and language learning skills;
3. Raise awareness of aspects of their own language and make comparisons with the foreign language, thereby enriching their understanding of both,
4. Become aware that language has a structure, and that this structure differs from one language to another.
5. Become increasingly familiar with the sounds and written form of a modern foreign language.
6. Gain enjoyment, pride and a sense of achievement.
7. Use their knowledge with growing confidence and competence to understand what they hear and read, and to express themselves in speech and in writing as well as ask questions.
8. Increase cultural understanding by learning about different countries and their people, communicating with children from other countries and working with written materials from those countries and communities;
9. Explore and apply strategies to improve their learning.
10. Form a sound basis for further language learning at Key Stage 3 and beyond.

### **4. The Objectives of Modern Foreign Languages Teaching**

#### Teaching

1. Learn in a non-threatening environment, which builds upon positive achievements.
2. Experience a range of activities, including songs, rhymes and games, which provide a stimulated and varied approach to language learning;
3. Be given opportunities to listen to the teacher, to songs and rhymes, to each other and to native speakers.
4. Apply their learning by reproducing sounds themselves and creating phrases and sentences.
5. Develop phonic knowledge about the language.
6. Begin to recognise and read words that they have already encountered in the development of their oracy skills.



7. Write simple words and phrases using a model and, with increased competence, write more complex sentences on a range of topics, some from memory.
8. Develop the ability to recognise rules or patterns in a new language and relate it to their existing understanding of their own language(s).
9. Gain an understanding of another culture and learn to look at things from another person's perspective. Show an awareness of the similarities and differences between peoples and appreciate the diversity of languages spoken within the school.
10. Use their knowledge about the way language works and apply their knowledge when learning a new language;
11. Become aware of how they learn and be able to plan to use specific strategies for tasks.

### **5. Organisation and time spent on teaching:**

Spanish is taught in year 3, 4, 5, 6. Classes receive 30 minutes a week with a MFL specialist. There is the possibility of setting up a link with a school in the province of Cordoba, Spain which will give the children the opportunity to have a pen pal with whom they can exchange letters, posters, videos and other materials. The Language Specialist is increasingly using ICT to enhance the teaching and learning of Modern Foreign Languages, using PowerPoints and other media to enhance learning and develop confidence in the language.

Cross-Curricular Aspects. Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding in other curriculum areas. An understanding of the structure of a new language also enhances the children's understanding of their own language and so links closely to the Literacy Curriculum. In addition, there are opportunities to link to PSHE & Citizenship, Geography and RE curricula in terms of the development of positive attitudes towards, and knowledge of, other cultures and countries.

### **6. Teaching Methods**

1. Sharing the objectives and the success criteria with the class and ensuring the pupils know what they are learning.
2. Presenting a language model for oracy and literacy skills.
3. Practising and producing language individually, in pairs and in groups.
4. Using a variety of learning activities including songs, stories, games, role-play, drama and interactive ICT.
5. Relating aspects of the new language to children's existing knowledge.



6. Exploring the differences and similarities between the new language and any language they already know.

7. Relating aspects of the new language to children's existing knowledge and awareness of grammar and grammatical terms in their own language.

8. Learning about Spain and Spanish speaking countries and their traditions and festivals.

There are schemes of work that set out the topics and aspects of grammar covered in each year to ensure progression.

## 7. **Assessment**

Each year group will have an exercise book to record their work on different topics and will include exercises to assess progress. Children's progress is recorded and stored on the school network.

## 8. **Resources**

Each pupil has an exercise book that may be taken home at the end of the year. The MFL specialist uses PowerPoints, videos, songs and other online activities to develop and consolidate learning.

## 9. **Special Needs and Classroom Support**

The teaching of Modern Foreign Languages gives every child a chance to take part and enjoy a new language. It can provide a boost to those children who have difficulties in other areas of the curriculum. Through our MFL teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this. Some children are removed from MFL classes on a regular basis, in order to make time for other needs.

**10. Equal Opportunities** In keeping with the school policy on Equal Opportunities the teacher will be aware of the different and individual needs of each child with regard to the physical, emotional, behavioural and learning needs, as well as any special abilities and any needs that may arise as a result of race or gender.