



## ***Spanish Subject Intent Statement***

***Curious***

***Caring***

***Creative***

***Courageous***

***Intent***

- A high-quality language education should foster children's **curiosity** and deepen their understanding of the world.
- Learning a foreign language is a necessary part of being a member of a multi-cultural society and provides an opening to other cultures.
- The teaching should enable children to express their ideas and thoughts in another language **creatively** and to understand and respond to its speakers, both in speech and in writing.
- The Spanish curriculum is sequenced to enable pupils to build upon their knowledge and skills over time and to prepare them for further study at **Middle School**.
- 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 and further widen pupils' understanding of the cultural and linguistic diversity of the world that they live in.

***Having fun, learning together.***

***Curious, caring, creative and courageous.***

## Implementation

All children, including **SEND, EAL** and **disadvantaged children** (FSM/PP), are appropriately challenged and supported in their learning. Children should be motivated to learn the subject because they enjoy their learning, feel successful and are sufficiently challenged.

By the end of Key Stage 2 and through the use of songs, rhymes, stories, poems and games the children will be taught to:

- Listen attentively to the spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language and link 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.
- Read carefully and show understanding of words, phrases and simple writing.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary.
- Write phrases from memory, and **creatively** adapt these to create their own sentences.
- Understand some of the basic grammar in Spanish.
- Core vocabulary, grammar and phonics are regularly revisited and built upon from Early Years until year 4.
- Take part in a whole school Spanish Day where the culture of Spain and Spanish speaking countries is celebrated.
- Take part in the European Day of Languages and North East Festival of Languages activities and competitions.
- Language Ambassadors from year 3 and year 4 classes to partake in whole school enriching activities celebrating languages. The Language Ambassadors would role model the key values of the school by being **curious, caring, creative** and **courageous**.

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## *Impact*

- Children will become confident to engage in simple conversations and will have an awareness of the vocabulary and language needed in a variety of situations.
- They will have an understanding of simple Spanish language which will form the basis of future work to be undertaken in Key Stage 3.
- The children will have an awareness of some of the similarities and differences of Spanish culture with British culture, and have some understanding of the culture of other Spanish speaking countries.
- Assessment for Learning and, from year 3, more formal assessments of the speaking, listening, reading and writing skills.
- Liaison with Middle School to ensure that the children are taught the language skills they need for starting year 5.
- The Middle School is grateful for the transition list (providing them with our overall assessment into bronze, silver, gold categories and any additional comments). They find it really “helpful for us, especially if a child over or under performs against the target level they have been given. It means we can get an insight into how they were coping in languages in the first school.”
- In 2021 to 2022 the year 4 two class cohort was assessed as follows: gold (17), silver (30), bronze (9) and N/A (3).

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