

Primary Specification

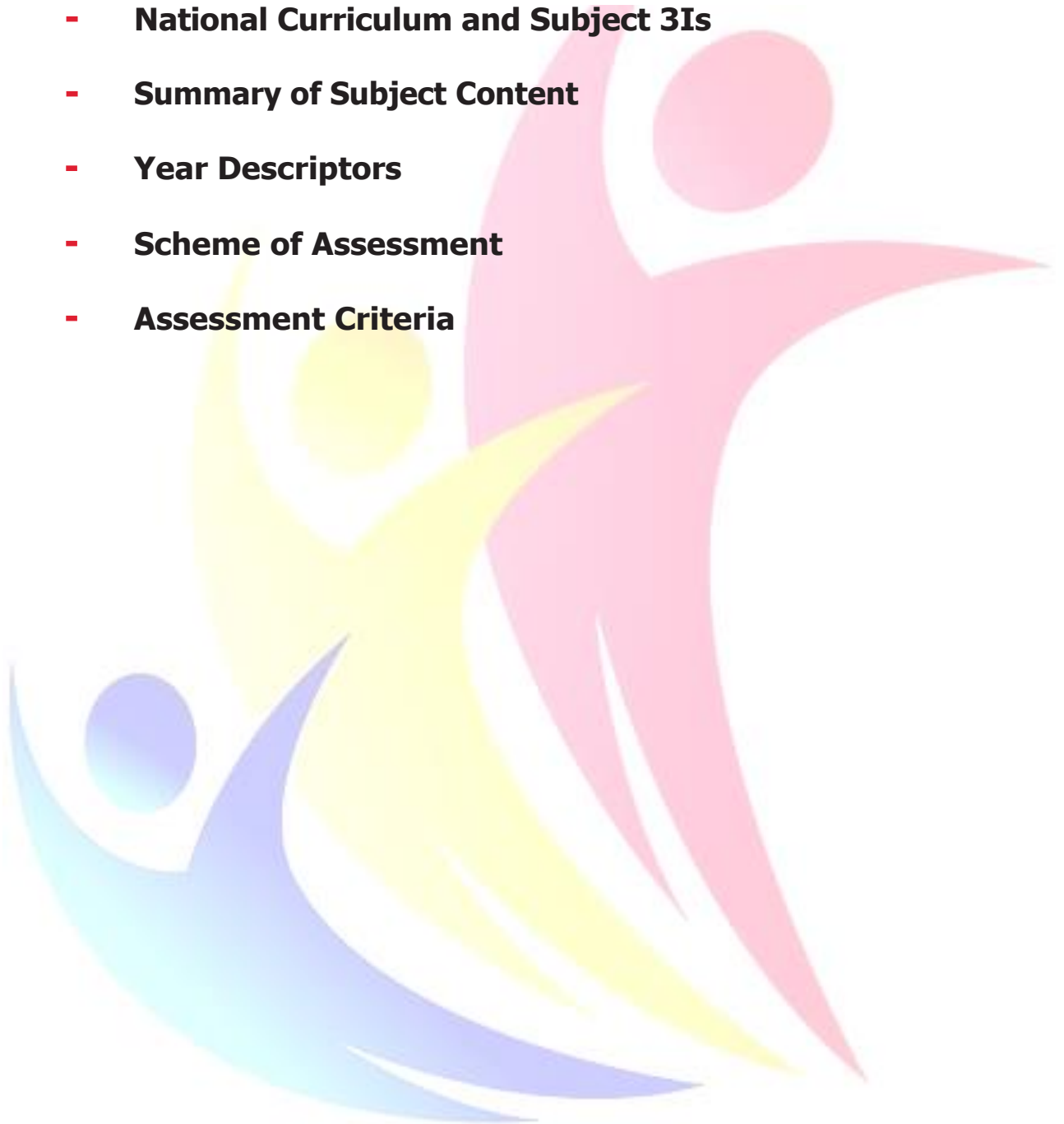


Spanish



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Trust Level

Children are matched against 'stage descriptors' (in other words what pupils are expected to know and be able to do in MFL for their year group or phase) when being assessed by their teachers in their MFL lessons. Where appropriate, teachers will provide opportunities for children to apply MFL knowledge and skills in other curriculum areas and may use this information as part of their assessments. Teachers use this information to form an overall picture for each child and to determine whether they have met the stage descriptors for the end of their year group or phase.

School Level

Formal assessments may be administered in different ways depending on the school. E.g., gradings offered, end of unit mini assessments, knowledge review weeks, termly or half termly assessment periods etc.

In addition to formal assessments, schools will assess pupils informally in accordance with the school's guidelines. At school level the KS2 specification document for each subject will be supported by the school own planning documents/ portals which also include LTPs, MTPs, schemes of work and associated resources.

Long Term Plans provide leaders, teachers, students and parents with the overview of the learning journey that occurs yearly. These are available on the school website.

Medium Term Plans map the outline learning for each of the learning focusses of each half term in each year group. These provide more detailed information into the steps to facilitate a differentiated approach ensuring that content and skills are covered. The number of activities / objectives covered may vary dependent on the length of a half term and the frequency of lessons in a given subject. There are 5 planning cycles in the year. Autumn 1, Autumn 2, Spring, Summer 1 and Summer 2.

Schemes of Work may vary from subject to subject allowing the specialists in schools to develop suitable activities and topics ensuring ownership of planning for progress. Please note that no external schemes are followed to the book and when used, are merely a starting point for start.

SOW – Guiding Principles

- Skills and content based
- Form part of the 'big picture' e.g., Show progression over the 6 years in school
- Provide suggested resources
- Allow for teacher ownership and/or creativity of lessons
- Allow for appropriate differentiation.

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources.
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- discover and develop an appreciation of a range of writing in the language studied.

OBJECTIVES

KS2

- 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 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.
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing.
- appreciate stories, songs, poems and rhymes in the language.
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- describe people, places, things and actions orally and in writing.
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

SPANISH INTENT

At Marus Bridge Primary School we believe that learning an additional language provides an opening to other cultures, fosters children's curiosity and deepens their understanding of the world. Choosing Spanish, the world's second most spoken language, will prepare our pupils for life and opportunities in the wider world.

Most of our pupil's visit Spain for their holidays. Therefore, learning the language will help them have a deeper knowledge base of the Spanish language and an understanding of its culture. This will be delivered in enjoyable and stimulating ways that will encourage our pupils to develop a lifelong love of languages. By embedding the essential skills of listening, phonics, reading, speaking and writing we help them acquire the foundations for further foreign language learning at Key Stage 3 and a smoother transition to Secondary School.

SPANISH IMPLEMENTATION

Children at Marus Bridge are introduced to Spanish from Early Years through songs, games and rhyme. They receive a weekly 30-minute lesson throughout KS1 to LKS2, progressing to one-hour weekly in UKS2. UKS2 are taught by an outside provider.

Within these lessons, children are taught to listen attentively to spoken language and respond, joining in with songs, rhymes and games to help them remember key words and phrases.

Children develop an appreciation of a variety of stories, songs and poems and rhymes in Spanish that are delivered through the curriculum content.

The Janet Lloyd Primary Languages Network Spanish Scheme of Work is used across the school. This scheme provides our teachers with access to regular CPD and native speakers, therefore developing MFL skills.

A Hispanic Day is planned for each year to enable the whole school to be immersed in the inclusion of the culture and to use the language in a meaningful context.

SPANISH IMPACT

Our children enjoy learning a new language and widening their knowledge and understanding of a culture that may differ to their own. This helps them to learn about the world in which they live.

Children can hold a basic conversation speaking with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say in different contexts.

By providing a progressive approach to the teaching of Spanish, we will ensure that children can speak with a wider vocabulary base, referring to key words and phrases they have been taught.

Children can hold a discussion, ask questions and continually improve the accuracy of their pronunciation and intonation.

To embed and develop fully the teaching and learning of Spanish across the school, preparing children for future opportunities in Spanish speaking countries, to engage with new friends or to use in the working world.

Provides a valuable educational, social and cultural experience for our pupils. Helps them to develop communication skills in speaking, listening, reading and writing.



Summary of Subject Content

Spanish – Primary Languages Network is available as a Scheme of Work and as a teaching tool. Years 5 and 6 have an external provider for Spanish.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Listening and joining in	Counting and singing	Celebrations	Rainbows and Easter	Families and Rhymes	Join in with stories
Year 1	Me and You	Autumn Time and Simple language	Animal songs, actions and rhymes	Nouns, actions and nature	All at sea	Exploring stories and song
Year 2	Language Learning powers	Nouns and performance	Revisit and celebrations	Nouns, adjectives and creatures.	Exploring animal kingdoms	Tell me about
Year 3	A new start	Calendar and celebrations	Animals I like and don't like	Carnival and playground games	Breakfast, fruit nouns,	Going on a picnic
Year 4	Welcome to school.	Robot town	Family tree and faces.	Celebrating carnival and body parts.	Feeling unwell. Jungle animals.	Summertime.
Year 5	Counting to 39 Say For my birthday I would like. Toys / Give the price for toys.	Counting in euros and ask how much something costs. Express opinions – I would like/I like/I don't like.	Counting from 39-60. Sleeping Beauty Video (in Spanish) Revision of masculine and feminine rule and introduction of articles in more detail.	Counting from 60 -100. Making children aware of the adjectival endings rule. More classroom instructions and explanation of the imperative.	Sports Expressing opinions – I like ... but I prefer ... Recognizing and using which verbs use Juego (I play) and Hago (I do)	Days of the week Saying which sports, we play on the days of the week.
Year 6	Jungle/ Woodland/ Dessert/Sea animals & their habitats. Practising the adjectival endings rule for adjectives ending in a vowel or consonant.	Describing the animals using adjectives. Making sentences e.g the lion is ferocious and lives in the dessert. Telling the time – O'clock	Describing the weather & temperature. The four seasons. Clothes with revision of adjectival endings. Saying what we wear when the weather is ...?	Revision of numbers 1-100. Understanding telephone numbers.	Ingredients for a sandwich What I find in my lunch box Forming plurals in Spanish I eat and I ate – Introducing preterite tense.	I like, but I prefer. Write instructions in a recipe. Learn about a Spanish festival – La Tomatina, Valencia, Spain

STAGE DESCRIPTORS

EYFS	<p>Early exposure to chosen language will occur through opportunities taken by a class teacher to reflect a school's community.</p> <p>Learning simple words and phrases from peers and adults around school</p> <p>Joining in with songs and nursery rhymes</p>
KS1	<p>Listen to simple French words and phrases.</p> <p>Explore and practise the words for familiar Spanish words and phrases.</p> <p>Join in with traditional songs, rhymes, stories, and games.</p>
LKS2	<p>Appreciate stories, songs and rhymes in the chosen language.</p> <p>Listen and respond to simple Spanish words and phrases.</p> <p>Begin to recognise and read familiar words and phrases.</p> <p>Explore the patterns and sounds of language through songs and rhyme.</p> <p>Begin to engage in simple conversations by asking and answering questions.</p> <p>Perform songs to a range of audiences.</p> <p>Broaden vocabulary through familiar written material.</p> <p>Write simple phrases and sentences from memory.</p> <p>Describe people, places, things and actions orally.</p> <p>Understand basic grammar to the language being studied: high frequency verbs and patterns of the language.</p>

UKS2

Appreciate stories, songs, poems and rhymes in the chosen language.

Listen and respond confidently to simple Spanish words and phrases.

Recognise the spellings, sound and meaning of words.

Engage in conversations; express opinions and respond to those of others; seek clarification and help.

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

Compose, rehearse and present ideas and information orally to a range of audiences.

Read carefully and show understanding of a wider range 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 using a Spanish dictionary.

Write words/phrases from memory and adapt these to create new sentences of varying length, to express ideas clearly.

Describe people, places, things and actions orally and in writing.

Understand basic grammar to the language being studied: high frequency verbs, patterns of the language and masculine and feminine forms (where relevant).

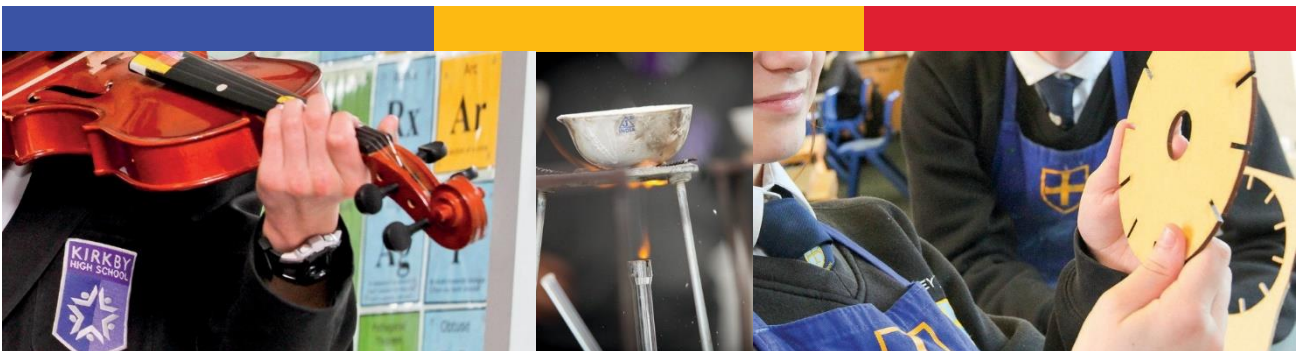
Assessment Criteria

What we do

1. We implement an inclusive curriculum so that all children, including those with SEND, can make progress and demonstrate success in a range of ways.
2. We conduct baseline assessments, checking the pupils' existing knowledge and skill level.
3. We review and re-cap prior learning and link it to new and current study. We identify curriculum links so that learning can be applied and assessed in new contexts.
4. Teachers use a range of assessment activities in their class, including the review of knowledge organisers, mini assessments, sketch books, independent tasks, work in books, pupil chats in lessons. We incorporate longitudinal study where appropriate, including geography and history to assess long term knowledge retention.
5. To meet the expected standard, pupils should demonstrate a broad understanding of the key facts in the end points for that year (as outlined in the subject key specification document). In addition, they retain key knowledge from prior learning.
6. At the greater depth standard, pupils demonstrate knowledge and understanding of every aspect of the key specification to the highest degree.
7. We enter a mid-year and end of year attainment grade onto FFT. Subject leaders analyse the data and report to governors annually.
8. Bi-annual peer audits provide quality assurance, moderation of standards and training across trust schools.



Our logo was carefully chosen to represent the children, young people and adults in our learning community who strive for excellence through high aspiration and high expectation.



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