

Listening

Speaking

Reading

Writing

Intercultural  
Understanding

## Spanish at Loughborough Primary School

Intent	Implementation	Impact
What we do	How we do it	How we assess it
<p>At Loughborough Primary School we recognise that learning a foreign language is a gateway to learning about other cultures and this broadens our children’s horizons. Our Spanish curriculum aims to enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. Learning a language fosters pupils’ curiosity and deepens their understanding of the world. Being able to speak another language allows access to new and exciting opportunities for the future. We want our children to be able to use their language skills and be confident to communicate with people of different languages. Exposure to a foreign language at a young age provides the foundation for learning other languages in the future.</p> <p>Spanish is the second most spoken language in the world. Spanish not only allows access to Spain and many different islands but also most South American countries and increasingly large parts of the United States of America. We have chosen Spanish as a language that will enable our children to explore many parts of our wonderful world. We also recognise that our significant proportion of our European families are second generation Spanish speakers, we want to foster</p>	<p>Through the delivery of Foreign Languages, we aim to improve pupils’ skills in these five areas:</p> <ul style="list-style-type: none"> <li>Listening and responding</li> <li>Speaking</li> <li>Reading and responding</li> <li>Writing</li> <li>Intercultural Understanding</li> </ul> <p>Each class is from Early Years to Year 6 has weekly Spanish sessions delivered by a specialist teacher. In addition to these discrete lessons, teachers promote Spanish to be spoken as part of the school day by encouraging children to use their language skills in a range of different activities, for example taking the register, giving instructions, asking for drinks, writing dates and celebrating birthdays.</p> <p>We aim to provide as many opportunities as possible for our children to practise their Spanish speaking. We provide a range of fun engaging, age-appropriate learning opportunities for all children from Nursery to Year 6. The children plan, prepare for and carry out exciting experiences including an annual international evening.</p> <p>The learning of Spanish at Loughborough promotes SMSC (spiritual, moral, social and cultural development) as it provides a perfect opportunity for children who are eager</p>	<p>The curriculum is organized so that pupils have numerous opportunities to rehearse and refine their language skills. Each time a topic is revisited, additional knowledge, content and challenge is added. This structure ensures that core content is revisited regularly to consolidate learning and sufficient stretch and challenge is provided. The lesson structure each week also allows time to revisit the previous week’s knowledge and build upon this. Children fill in ‘I can’ statements which link to the learning objectives before and after each topic is taught. This ensures that the children are progressing in Spanish and informs of gaps which need to be revisited. Subject and school leaders monitor the impact of our curriculum provision through completing regular monitoring, that includes listening to the voice of our children.</p> <p><b>Assessment</b></p> <p>Spanish is formally assessed by class teachers and the subject coordinator during the school year. The rest of the time, teachers will keep notes on pupils who are showing an aptitude for language learning, or parts of the curriculum which need revisiting later. Pupils will be assessed in their speaking, listening, reading and</p>

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<p>our pupils love of language learning so that they can continue to communicate with their loved ones in their families' native tongue.</p> <p>Our Spanish learning is centred on speaking and listening. Our children particularly appreciate the stories, songs and rhymes that they learn in Spanish. Conversation practise is interwoven throughout all lessons enabling children to speak with increasing confidence, fluency and spontaneity, finding ways of communicating and continually improving the accuracy of their pronunciation and intonation.</p>	<p>to explore boundaries of 'beyond' and discovering purpose to their learning.</p> <p>We also recognise that children should be encouraged to apply their knowledge and that we should equip them, not just with knowledge about language, but also with strategies for language learning that they can use in the future when studying another foreign language.</p>	<p>writing skills in Spanish, according to the expectations of their age group</p>
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	EYFS	KS1		KS2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	Listen to familiar spoken words and phrases	Listen to familiar spoken words and phrases	Understand conventions such as taking turns to speak, valuing the contribution of others	Link sounds to meanings  Recognise question forms and negatives  Identify specific sounds, phonemes and words	Listen to and identify words and short phrases  Communicate by answering a wider range of questions  Sort words according to sounds  Recognise negative statements  Recognise categories of words (e.g. colours) and word classes	Pick out some of the main points from short spoken passages  Join in a short conversation Understand simple opinions  Recognise typical conventions of word order and compare with English  Understand and use negative statements	Listen to and understand the main points and some detail from a short spoken passage  Notice and manipulate agreements

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Speaking	<p>Imitate pronunciation</p>	<p>Imitate pronunciation</p>	<p>Respond to familiar spoken words and phrases</p>	<p>Communicate with others using simple words and phrases</p> <p>Use the correct pronunciation in spoken work</p> <p>Recognise question forms and negatives</p>	<p>Use question forms</p> <p>Use phonic knowledge to support accurate pronunciation and to say simple words and phrases</p>	<p>Communicate by asking a wider range of questions</p> <p>Express simple opinions</p> <p>Make a short presentation using a model</p> <p>Develop accuracy in pronunciation and intonation</p> <p>Manipulate language by changing a single element in a sentence</p> <p>Use repair strategies to keep a conversation going</p> <p>Understand and use negative statements</p> <p>Apply knowledge of language rules and conventions when building short sentences</p>	<p>Join in a short conversation</p> <p>Give a clear presentation in a clear audible voice</p> <p>Recognise the importance and significance of intonation</p> <p>Notice and manipulate agreements</p> <p>Use knowledge of words, text and structure to make meaning, using simple language</p>
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Reading	<p>Recognise and understand some familiar words</p>	<p>Recognise and understand some familiar words and phrases in written form</p>	<p>Read aloud in chorus, with confidence and enjoyment, from a known text</p>	<p>Make links between some phoneme, rhymes and spellings and read aloud familiar words</p> <p>Notice the spelling of familiar words</p> <p>Recognise how sounds are represented in written form</p> <p>Identify specific sounds, phonemes and words</p>	<p>Read and understand familiar words and short written phrases</p> <p>Follow a short text while listening and reading, saying some of the text</p> <p>Read a wider range of words, phrases and sentences aloud</p> <p>Apply phonic knowledge to decode text</p> <p>Recognise and apply simple agreements (e.g. gender, plural, singular)</p> <p>Recognise negative statements</p> <p>Recognise categories of words (e.g. colours) and word classes</p>	<p>Read and understand some of the main points from a short text</p> <p>Recognise typical conventions of word order and compare with English</p> <p>Understand and use negative statements</p>	<p>Read aloud with confidence, enjoyment and expression, in chorus or individually</p> <p>Read and understand the main points and some detail from a short written passage</p> <p>Identify different text types and read short, authentic texts for enjoyment or information</p> <p>Match sound to sentences and paragraphs</p> <p>Notice and manipulate agreements</p> <p>Apply knowledge of word order and sentence construction to support understanding of written text</p>
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Writing				<p>Write some familiar simple words accurately using a model (copy)</p> <p>Write some familiar simple words from memory</p>	<p>Write some familiar words and phrases (noun &amp; gender and adjectives) without help (from memory)</p> <p>Copying simple structures</p> <p>Use question forms</p> <p>Use phonic knowledge to support accurate pronunciation and to write simple words and phrases</p> <p>Recognise and apply simple agreements (e.g. gender, plural, singular)</p>	<p>Understand how a simple sentence is written</p> <p>Write words, phrases and a few sentences using a model</p> <p>Remembering simple structures and applying in new contexts</p> <p>Joining simple sentences using y/pero</p> <p>Manipulate language by changing a single element in a sentence</p> <p>Understand and use negative statements</p> <p>Apply knowledge of language rules and conventions when building short sentences</p> <p>Use 1st, 2nd and 3rd person singular forms of familiar verbs.</p>	<p>Write several sentences from memory</p> <p>Develop a short text using a model Know how to use a bilingual dictionary to check their spelling and the gender</p> <p>Notice and manipulate agreements</p> <p>Use knowledge of words, text and structure to make meaning, using simple language</p> <p>Apply knowledge of words and text conventions to build meaningful sentences and short texts</p> <p>Use 1st, 2nd and 3rd person singular forms of familiar verbs.</p>
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Intercultural Understanding	<p>Understand that some people speak a different language to my own</p>	<p>Understand that some people speak a different language to my own</p>	<p>Understand that some people speak a different language to my own and that I must respect differences</p>	<p>Understand and respect that there are people and places in the world around me that are different to where I live - Geography of Spain</p> <p>Spanish speaking countries, famous leaders</p> <p>Have an awareness of a Spanish festival e.g. Las Fallas</p>	<p>Identify similarities and differences in my culture to that of another</p> <p>Remember some key facts about a country – bordering countries, currencies, capital cities</p> <p>Have an awareness of a Spanish festival - San Fermin</p> <p>Why must we respect different cultures and their traditions?</p>	<p>Respect and understand cultural diversity</p> <p>Understand how symbols, objects and pictures can represent a country</p> <p>Talk about, discuss and present information about a country's culture.</p> <p>Focus on La Tomatina festival</p>	<p>Talk about, discuss and present information about a country's culture in relation to festivals and celebrations</p> <p>Begin to understand more complex issues which affect a Spanish speaking country today; Famine, poverty, religion, war etc</p> <p>Feliz Navidad – Christmas</p>
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