

Bonneygrove and Millbrook Federation Curriculum Guidance



SPANISH

Modern Foreign Languages

INTENT

Learning a foreign language is “a liberation from insularity and provides an opening to other cultures”. At Bonneygrove and Millbrook Primary Federation we seek to develop an appreciation for other cultures and build skills our children can apply to the outside world. We aim to do this through building relationships with other Spanish schools through a Pen Pal scheme. This will encourage our children to ask questions and put their learning into practise by writing and reading with a degree of fluency in Spanish. It will provide opportunities our children to share their culture and language and to make comparisons to those of others. Our Golden Threads enrich our curriculum linking our children to the global community and ensuring that Spanish is learnt through real experiences making it meaningful and relevant.

From Key Stage One we aim for our children to be confident in using everyday phrases, colours, numbers and days of the week and to follow simple instructions in Spanish. It is important to incorporate Spanish into their everyday routine allowing teachers to use everyday phrases and instructions throughout the curriculum.

The enjoyment and interest of our children in Spanish will also be brought out by learning Spanish songs and dances. This will develop confidence and appreciation for the language that can be built upon in Key Stage Two. Here they will begin to write at varying lengths and understand and respond to both the spoken and written language. Our children will hear the correct pronunciation and engage in differentiated schemes of work which will be built upon from Reception to Year Six. The intention for this is to allow early Key Stage Two children to acquire basic skills and understanding, with a strong emphasis on developing their Speaking and Listening. These will be further developed in Upper Key Stage Two alongside reading and writing skills, gradually progressing to more complex concepts and greater learner autonomy.

Pupil Voice

“I like learning Spanish; we can use it when we go to secondary school. My brother learns Spanish in secondary school and I can tell him what I have learnt.”

Year One

“I like the topics we are learning. If I go to Spain, I will be able to talk to people there.”

Year Two

“We have got to listen to Spanish music and learn the instrument names. I like hearing a Spanish person say it first to help me.”

Year Three

“My teacher helps me say the words correctly. I want to go to Spain so I can order food.”

Year Four

“My lessons are fun. I want to meet someone Spanish so I can speak to them and ask them how they are.”

Year Five

“I think if I went to Spain, I would be able to understand because of my lessons.”

Year Six

IMPLEMENTATION

Spanish will be taught through a systematic approach, ensuring that previous learning is continually revisited and built upon. It is important for Spanish phrases and instructions to be used outside of the lessons to ensure children become confident and fluent learners. This also encourages children to use the language as part of their everyday lives. Our broadening horizons curriculum will include theme days, Spanish Pen Pals and cross curricular Spanish activities such as dance in PE. This will incorporate the subject into their everyday life making it fun and engaging. Our resources and planning will enhance this by providing a complete array of progressive lessons and cross curricular opportunities. We will seek to give children at Bonneygrove and Millbrook Primary Federation a chance to hear phrases spoken using the correct pronunciation and through a range of mediums, before attempting to speak, read and write for themselves.

When teaching Spanish, to ensure progress we will develop progression maps for all staff to see how Spanish should be built upon each year. Every child will have their own learning and progression timeline which will help to make each lesson personal and measure progress in line with the curriculum.

SEND

At Bonneygrove and Millbrook Primary Federation, we make reasonable adjustments for all our children (including those with SEND). In our school, we ensure that all of our children registered as SEND are not at a substantial disadvantage compared with their peers.

At Bonneygrove, we are guided by the SEND Code of Practice - Right Support, Right Place, Right Time March 2023. We recognise that each child has a specific need, including:

- Communication and interaction
- Cognition and learning
- Social, emotional, and health difficulties
- Sensory and/or physical needs

The above needs will be addressed through quality first teaching, effective differentiation, use of resources (primary and secondary), individual interventions, small group interventions, specialist provision and other supporting agencies.

Here at Bonneygrove, we ensure children with SEND have every opportunity to succeed and recognise that additional support may be required to ensure they progress and attain in line with their peers. We do this by utilising various strategies- e.g.

SEND area of need	Barrier to learning	Strategies
<ul style="list-style-type: none">• Hearing Impairment	<ul style="list-style-type: none">• Difficulty in hearing instructions from teacher/peers• Filtering noise to hear what is important• Low self esteem• Difficulty with vocabulary	<ul style="list-style-type: none">• Pictorial representations• Video• Vocab lists and explanations• Position within the class• Vocabulary lists

		<ul style="list-style-type: none"> • Check hearing aids and mini mic • Pre and post teaching
Visual Impairment	<ul style="list-style-type: none"> • May struggle with contrasting colours on the board 	<ul style="list-style-type: none"> • Enlarged resources • Knowledge/graphic organisers • Technology • Training for staff
Dyspraxia (fine/ gross motor)	<ul style="list-style-type: none"> • Difficulty in recording in writing and diagrams • Cutting out and sticking in 	<ul style="list-style-type: none"> • Knowledge/graphic organisers • Alternative ways of recording • Simplification of diagrams
Memory/ processing	<ul style="list-style-type: none"> • Difficulty recalling instructions • Difficulty recalling prior learning (long and short term) • Noise and movement – overstimulating • Sharing space and equipment with others • Understanding cause and effect • May struggle with empathy 	<ul style="list-style-type: none"> • Knowledge/graphic organisers • Dual coding • Pre and reteaching
ASC	<ul style="list-style-type: none"> • Noise and movement – overstimulating • Sharing space and equipment with others • Understanding cause and effect • May struggle with empathy 	<ul style="list-style-type: none"> • Visual representation • Knowledge/graphic organisers • Ear defenders if needed • Teaching explicit recognition of feelings • Matching pictures of feelings • Use of social stories
ADHD	<ul style="list-style-type: none"> • Waiting + frustration • Fairness • Organisation of resources • Maintaining attention 	<ul style="list-style-type: none"> • Knowledge/graphic organisers • Step by step instructions • Dual coding

Cognition	<ul style="list-style-type: none"> • difficulty in understanding cause and effect • difficulty recording in a way which supports learning and retrieval 	<ul style="list-style-type: none"> • Knowledge/graphic organisers • Dual coding • Word banks • Alternative methods of recording
SEMH	<ul style="list-style-type: none"> • Motivation • Participation • Team/partner work • Sharing materials and “air-time” 	<ul style="list-style-type: none"> • Clear end points • Clear expectations • Modelling and explanations clarity • Be sensitive with certain subjects

“I like to speak different languages to I can speak to different people.”

Year Two

EAL

Supporting children with EAL

Children with English as an additional language need to hear English spoken by the adults in the setting in as many different contexts as possible. When the context has meaning for the child, they are more able to learn spoken English from the adult.

Our role is crucial in modelling the accurate use of English, noting the child’s spoken vocabulary, and building on what the child already knows.

Some children go through a silent period. This can be for as long as 6 months. When they start to speak in English it will be more proficiently than you may expect, even in full sentences. The child will have been listening intently to adults and children in the setting and once they are confident with their initial speech, they will speak far more.

It is good for children with English as an additional language to be able to speak their home language in the setting and talk to providers who speak the same language if there are any. This will further aid them in learning English. Most children adapt to speaking more than one language. The security of knowing what resources will be available in each area, each day supports children’s wellbeing and achievements in learning. Keep the provision consistent. Observing how the children respond will inform you when a change is needed. This may be to add something more, or a specific enrichment to extend the children’s learning. Consider whether the home area, images displayed and books in the setting, reflect the child’s home environment. Include books, songs and counting in home languages. Take sequences of photographs to show the child specific routines, such as, what happens at the snack table, how to tidy away the construction toys and a visual timetable of the session. Over time the setting becomes a secure place for the child and they gain confidence in their play and interactions. Revisiting and re-proposing are beneficial for all children but especially for those acquiring English. Revisiting means you draw the child’s attention to previous activities and

learning where they have achieved. A prompt could be a photograph or video of them playing. It could be a sample of their mark making, a painting or a collage picture. The child can revisit by drawing over the top, and the adult sensitively describes their actions as they do this. In this way the child hears spoken language directly connected to their actions. Re-proposing is when you scribe a child's spoken dialogue and on the following day remind the child of their words. This is a launchpad for the child to either repeat what they said before or to extend what was said on the previous day. When exploring rhymes and songs make comparisons between words in English and in other languages. Older children who have grasped more than one language enjoy these opportunities. They love to play with words and translate from one language to another.

Helping children understand the setting:

Consider having:

- a visual timetable-introduced as it is happening
- feelings or emotions picture cards so children can label their own and others emotions
- photographs of areas, resources, peers and staff to support children to plan their session with an adult
- story and song props used as often as possible
- phonetically spelt key words in home languages to help you

Using clear, concise English

When talking to children:

- be face to face
- gain their attention first
- demonstrate your meaning with actions
- give thinking time without extra language input

You can also use the 'say less and stress, go slow and show' approach. This means that you:

- say less: use short, simple sentences with proper grammar
- stress what's important: make important words stand out with your voice
- go slow: speak a bit slower and add pauses
- show your meaning using non-verbal cues: use actions, gestures, objects, and pictures while speaking

Using information technology

You may find it helpful to use:

- video clips and photos to share learning with group at review time
- video clips and photos to share learning with parents and family
- recordings of adults telling stories in the languages spoken by the children, including English

How this links to the other areas of learning

Real life experiences support children learning English because they hear spoken English in contexts that are increasingly familiar and meaningful to them. Children benefit from hearing well-loved songs, nursery rhymes, finger rhymes and stories as often as possible and with associated props. Exaggerate actions to give meaning to the words. Re-presenting core stories in as many ways as possible encourages children to re-enact stories in small world and drama role play. Eventually children will use the language from songs and stories in their own speech (communication and language and literacy). Visits to places and welcoming visitors into the setting are activities that support children in learning English (understanding the world). Books made using photographs of the child and their family support the child in feeling valued (personal, social and emotional development) as well encouraging the child to access books in the book area of the setting (literacy).

“I like to learn different languages. It’s very useful. I can go to different places.”

Year Two

Supporting pupil premium children

What is the most effective way to support disadvantaged pupils’ achievement? Based on interviews with senior leaders, the NFER research found that schools which are more successful in promoting high attainment have a number of things in common. It identified seven building blocks of success.

- 1) Whole School ethos of attainment for all
- 2) Addressing behaviour and attendance
- 3) High quality teaching for all
- 4) Meeting individual learning needs
- 5) Deploying staff effectively
- 6) Data driven and responding to evidence
- 7) Clear, responsive leadership

Table 1: Support strategies for schools

Small group additional teaching	
Less successful school	More successful school
Struggling pupils are taken out of English lessons to work on an online literacy programme, supervised by a TA who has received no specific training.	Pupils with similar needs are withdrawn from alternating non-core curriculum lessons for tailored support from a TA trained in literacy interventions.
Parental involvement	
Less successful school	More successful school
Staff provide pupils with homework books showing the day's assignments. Pupils take the books home. There is space for teachers and parents to leave comments about pupils' progress.	Higher level teaching assistants (HLTAs) visit community centres to talk to parents about the importance of learning. They show parents the curriculum pupils are covering and explain how parents can support their child to achieve.
Improving feedback between teachers and pupils	
Less successful school	More successful school
Teachers give pupils grades for their work.	The school has developed marking schemes which identify each pupil's strengths, areas to focus on and next steps. Pupils have time allotted during the lesson or tutor time to respond to the feedback and discuss it with teachers.

"I like counting in Spanish. I think it is fun."

Year One

IMPACT

It has been shown that pupils who learn a foreign language early on do better on both verbal and math tests than those who do not. This means that by making the lessons engaging and meaningful will impact progress not only for Spanish but across the curriculum. By teaching Spanish from Reception up to year Six, we provide the foundation for learning further languages as they move on to secondary education and beyond.

We want to create confident learners and provide them with key skills that they can apply as they travel and meet new people. If we can demonstrate the importance of learning a foreign language from an early age it will be the stepping stone for them to learn languages after primary school. The way we teach Spanish through a broad curriculum, linking in school visits, communications with Spanish schools and theme days will help children to become fluent in their learning and develop an appreciation for the language and other cultures. At Bonneygrove and Millbrook Primary Federation we aim to spark an interest in language and cultures through every lesson. Our children can then take this with them and build upon it when they move on. Progression maps, continual assessment and listening to pupil voice will mean that we can continue to make learning have a significant impact and be an enjoyable experience for every child.

Role of the subject Leader

Spanish will be led by the whole staff and each unit will be assessed at the end of each term. Children will also be individually assessed on each unit. It is the role of the subject leader to analyse these assessments to see where further intervention is needed. Standards of teaching and learning will be adjudged using work sampling and data review.

Objectives

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.
- 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.

Cultural Capital

Pupils are consistently exposed to new cultural experiences be it through the topics delivered, foreign language films and songs. Cultural capital is explicitly built into the curriculum via schemes of work and extracurricular activities for example theme days and pen pal schemes. These spark interest in the children, helping them see how Spanish can impact them outside of school.

Cross-curricular skills and links

We have ensured that our Spanish curriculum relates to a wide range of topics across the curriculum. Children learn about healthy living and by the end of Key Stage Two will be able to confidently name fruits and vegetables. The children will have opportunities to try different Spanish foods and follow a Spanish recipe. In Key Stage One they will learn their numbers to ten, this is then built upon in Key Stage Two. Our Spanish topics link closely to traditional tales and the children will have the opportunity to learn about different historical events that happened in Spain. They are able to explore the Spanish culture and speak to children from a Spanish school to ask them questions about their lifestyles.

Continuity and Progression

At Bonneygrove and Millbrook Primary Federation we recognised that children become more fluent and confident in a language if it is introduced early. This is why we have started teaching Spanish from Foundation Stage. In EYFS children join in with Spanish songs and use simple greetings.

Equality of Opportunity

All children have equal access to the Spanish curriculum. The SLT and Class Teachers are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress. Where appropriate, work will be adapted to meet pupils' needs and, if appropriate, extra support given. This ensures that all children, including children who are entitled to PPG (Pupil Premium

Grant) will make progress in line with their cohort. More able pupils will be given suitably challenging activities. Gender and cultural differences will be reflected positively in the teaching materials used.

This will be monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

Assessment for Learning, recording and reporting

Throughout the school, teachers will assess whether children are working at, above or below the expected level for their age based on their understanding and application of the content of the National Curriculum 2014. Progress and attainment are reported to parents through parents' evenings and end of year reports.

Marking for Improvement (see policy)

Any written work in Spanish is marked regularly and clearly, as an aid to progression and to celebrate achievement. When appropriate, pupils may be asked to self-assess or peer assess their own or other's work. Marking in a child's book must be relevant to the learning objective to help children to better focus on future targets. Where Spanish lessons are verbal, many of the lessons will be recorded to keep evidence of children's pronunciation. This will then be played back to children to encourage self-assessment.

Resourcing

Our Language Angels Program works alongside our curriculum to support learning. This program helps children hear Spanish speakers. This increases children's confidence in delivering Spanish phrases fluently and correctly.

Subject Content

Foreign language Teaching will focus on enabling pupils to make substantial progress in Spanish. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at Key Stage Three. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in Spanish will be on practical communication.

Pupils should be taught to:

- Develop an appreciation for the Spanish culture.
- Understand where Spain is and how their lifestyles are similar / different to that of our own.
- 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.

Speaking

In Key Stage One Pupils will also build up a bank of core vocabulary that they can relate to and re-use in the foreign language, thus helping develop their memory and retention skills so pupils can retain and recall the vocabulary taught in the long term. Pupils build upon this, using spoken simple sentences. As they move up to Key Stage Two, Pupils will engage in short, simple spoken tasks using supported short conversation scaffolds and role play activities. By the end of Key Stage Two they will be able to confidently ask and answer questions.

Listening

Pupils are taught to understand very short passages of spoken language that they hear. The language they hear is based on the language they have been taught during the lesson so they are not exposed to any language that they will be unfamiliar with. They will learn to match the language they hear to images and/or words that they have been taught in their lessons. They will have the opportunity to explore traditional tales and by the end of Key Stage Two be able to search for key words in texts to help them find the meaning.

Writing

Pupils start to develop their writing skills in the foreign language by filling in missing letters with relative accuracy for vocabulary. Pupils start to attempt to write a short simple sentence with an article, noun and verb. Initially this will be as a supported activity. As the children reach the end of Key Stage Two they will be able to write a string of sentences in Spanish.

Adaptive teaching and Additional Educational Needs

Tasks will be set that challenge all pupils. This includes challenging children that are working at greater depth, as well as offering support and scaffolding learning for children with SEND. A range of strategies will be used to support children with SEND such as the use of repetition and using a multi-sensory approach. For example, learning through music and singing, using instruments. The Language Angels programme encourages use of songs and includes lots of resources for this online.

Pupils that are learning EAL (English as an Additional Language) often have a better understanding of grammars and how languages work as they often have the advantage of being able to compare languages. In order to ensure successful learning for EAL children, teachers will use the children's first language where appropriate to aid their attainment.