

Tollerton Primary School

Spanish Curriculum Rationale

Tollerton Primary School uses the Language Angels curriculum and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages (Spanish) curriculum that will inspire and excite our children using a wide variety of topics and themes. The intention of our Spanish curriculum is that children's knowledge progresses within each academic year and is extended year upon year throughout Key Stage 2 and, in so doing, children are prepared to meet or exceed national DfE requirements. We aim that children learn the different Elements of Spanish: Knowledge and Understanding; Grammar; Language skills; and phonics. Our ultimate aim is that children are well-prepared to continue studying languages beyond key stage 2.

A key Element of Spanish is language skills. The four key language learning skills – listening, speaking, reading and writing – are taught alongside Spanish Grammar, which will be covered in an age-appropriate way in each year group. This will enable children to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning. In addition, the children have books which they may use to write down key vocabulary for specific units, which they can then look back on when they need to use that vocabulary for another lesson within that unit, or for use as prior knowledge for future units if applicable.

Our aim is that all children will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer children the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences – the Knowledge and Understanding Element of Spanish. The intention is that children will be working towards becoming life-long language learners.

Spanish Curriculum

All classes in Key Stage 2 use the Language Angels scheme of work and resources as the basis for the Spanish curriculum. Children progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around a range of themes - building blocks of language into more complex, fluent and authentic language. Lessons offering appropriate levels of challenge and stretch will be taught at all times to ensure children learn effectively, continuously building their knowledge of and enthusiasm for the language(s) they are learning.

Language Angels units are categorised by 'Teaching Type' so that the curriculum is pitched appropriately according to children's level of Spanish language acquisition. Children will be taught how to listen to and read gradually longer pieces of Spanish text, and they will have ample opportunities to speak, listen to, read and write the language being taught with and without scaffolds, frames and varying levels of support.

- Early Language units are entry level units and are most appropriate for KS1 and Year 3 children or children with little or no previous foreign language learning.

- Intermediate units increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to children. Intermediate units are suitable for Year 4-5 children or children with embedded basic knowledge of the foreign language.
- Progressive and Creative Curriculum units are the most challenging units and are suitable for Year 6 children or children with a good understanding of the basics of the language they are learning.

As a result of lost learning during the pandemic, and our decision to begin using Language Angels in Spring 2022, we have made a conscious decision to ensure our curriculum is focused on securing children’s foundational knowledge of Spanish. Thus, for 2022-2023, our curriculum will primarily consist of Early Language and Intermediate units, with Progressive units introduced in Summer Term in Year 6. This will be reviewed in Summer 2022, with the aim being that in 2023-2024, we are able to introduce Intermediate units and Progressive units earlier.

Our 2022-2023 curriculum is as follows:

	Year 3	Year 4	Year 5	Year 6
Autumn Term				
Half Term 1	Phonetics 1 I'm Learning Fr/Sp/It (E)	Phonetics 2 I can (E)	Phonetics 3 What's the date? (I)	Phonetics 4 What's the date? (I)
Half Term 2	Animals (E)	Ancient Britain (E)	Weather (E)	Do You Have A Pet? (I)

Spring Term				
Half Term 1	Musical Instruments (E)	Presenting Myself (I)	Do you have a pet? (I)	My house (I)
Half Term 2	Fruits (E)	Classroom (I)	Family (I)	Clothes (I)

Summer Term				
Half Term 1	Ancient Britain (E)	My house (I)	Olympics (I)	School (P)
Half Term 2	I Can... (E)	Family (I)	Clothes (I)	Weekend (P)

In each unit, children will build on previous knowledge gradually, recycling, revising and consolidating previously learnt language whilst building on all four language skills: listening, speaking, reading and writing. Grammar rules and patterns will also be taught by level of challenge:

- Nouns, articles and 1st person singular of high frequency verbs in Early Learning units.
- Possessive forms, adjectives, use of the negative form, conjunctions/connectives and an introduction to the concept of whole regular verb conjugation in Intermediate units.
- Opinions and introduction of the concept of whole high frequency irregular verb conjugation in Progressive units.

Grammar is integrated and taught discreetly throughout all appropriate units.

Each teaching unit is divided into 6 fully planned lessons:

- Each unit and lesson has clearly defined objectives and aims;
- Each lesson incorporates includes ample speaking and listening tasks;
- Lessons incorporate challenge sections and desk-based activities that include three levels of stretch and differentiation;
- Reading and writing activities are part of all units;
- Every unit includes a grammar concept which will increase in complexity as children move from Early Language units, through Intermediate units and into Progressive units;
- Extended writing activities are provided to ensure that children are recalling previously learnt language and, by reusing it, will be able to recall it and use it with greater ease and accuracy. These tasks will help to link units together and show that children are retaining and recalling the language taught with increased fluency and ease.

Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As children progress through the lessons in a unit, they build their knowledge and develop the complexity of the language they use. This can be thought of as 'language Lego', and we provide blocks of language knowledge and, over the course of a unit, encourage children to build more complex and sophisticated language structures with their blocks of language knowledge.

Our Spanish curriculum sets out how children's learning across the key skills of speaking, listening, reading, writing and grammar progresses within each Language Angels 'Teaching Type' and also how the level of learning and progression of each pupil is increased as children move across each subsequently more challenging Language Angels 'Teaching Type'. As a result, children's application of all four key skills continually builds.

As well as each subsequent lesson within a unit being progressive, the teaching type organisation of Language Angels units also drives progressive learning and challenge. Units increase in level of challenge, stretch and linguistic and grammatical complexity as children move from Early Learning units through Intermediate units and into the most challenging Progressive units. Units in each subsequent level of the teaching type categories require more knowledge and application of skills than the previous teaching type. Activities contain progressively more text (both in English and Spanish) and lessons will have more content as the children become more confident and ambitious.

Early Learning units will start at basic noun and article level and will teach children how to formulate short phrases. By the time children reach Progressive units they will be exposed to much longer text and will be encouraged to formulate their own, more personalised responses based on a much wider bank of vocabulary, linguistic structures and grammatical knowledge. They will be able to create longer pieces of spoken and written language and are encouraged to use a variety of conjunctions, adverbs, adjectives, opinions and justifications.

The opportunity to assess pupil learning and progression in the key language skills (speaking, listening, reading and writing) and against the 12 DfE Languages Programme of Study for Key Stage 2 attainment targets is provided at the end of each 6-week teaching unit. In each unit, children are made aware of their own learning goals and progression, as each unit offers a pupil-friendly overview so that all children and class teachers can review their learning. If children are not progressing in line with expectations, this will be identified in the End of Unit Skills Assessments through a KS2 book scrutiny. This will enable teachers to put in place an early intervention programme to address any areas that require attention in any of the language

learning skills and use the differentiated worksheets provided to determine the correct level of challenge. In addition to this, if the Foreign Language Subject Leader feels that the children (due to lost learning through the pandemic) are not prepared enough for the next stage in progression, they will work with Language Angels to create a curriculum which is appropriate and offers the correct level of challenge.