



Cranford Primary
School

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Spanish Intent, Implementation and Impact Statement

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“The world is a book & those who don’t travel only read one page.”

- Saint Augustine

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.” – Nelson Mandela

Intent

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should 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. 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, equipping pupils to study and work in other countries. (National Curriculum 2014)

The 2014 National Curriculum for Modern Foreign Languages aims to ensure that all children:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Are able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and that they are 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.

A high-quality languages education should foster children’s curiosity and deepen their understanding of the world. At Cranford Primary, we are committed to ensuring that teaching enables pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. We recognise that competence in another language enables children to interpret, create and exchange meaning within and across cultures.

Our school has a very diverse cohort; we have families from many different countries. These families then speak so many different languages at home. We are fortunate enough to have many children who already speak their home language and English, and on some occasions a third language because of time they have spent in another country. A focus on language and communication is evident to all of our children, who see first-hand the importance of being able to communicate in another language in order to learn and engage in our society.

We are committed to ensuring our MFL teaching provides the foundation for learning further languages, as well as the means to access international opportunities for study and work later in life. We aim to provide an appropriate balance of spoken and written language that will lay the foundation for further foreign language teaching at KS3.

Implementation

Children are introduced to Spanish in Year3. Children are gently introduced to some spoken Spanish vocabulary. This is done through the use of spoken Spanish in the classroom, which includes the use of Spanish to give praise, completing the register and referring to familiar objects in the classroom. This enables the children to develop early language acquisition skills that facilitate their understanding of the patterns of language and how these differ from, or are similar to, English. In KS2, each class has a timetabled Spanish lesson of 30-45 minutes.

Lessons across the Key Stage 2 offer a variety of different approaches (such as Forest School, Freinet and Reggio Emilia) and teaching techniques (such the use of interactive games, flashcards, carousels, song and role play) to support the skills of speaking, listening, reading and writing. Here is how we implement the strands of the current framework:

Oracy:

- Children are taught to listen attentively to spoken language and respond, joining in with songs, rhymes and games.
- Children develop an appreciation of a variety of stories, songs, poems and rhymes in Spanish that are delivered through the curriculum content, as well as by native Spanish speakers within the wider school community.
 - respond on hearing certain words, structures or phrases, eg put up hands, hold up an object, picture or word card, stand up
 - listen and respond to songs, poems or stories, and listen for certain details, information, repeated words or rhyming words
 - play games that require concentration on listening, such as Simon Says, Bingo or True or False
 - respond to what they hear by performing an action or answering a questiontake part in pair and group work, eg finding out and exchanging information, devising sketches and role-plays
make a recording, eg poems, songs, information about school or town, sketches, presentations
 - prepare for a presentation or an assembly.

Literacy:

- play word games, eg word and picture dominoes, matching pairs
- do sorting and dictionary work
- share reading of stories
- make labels and posters
- write acrostic poetry and shape poetry
- prepare text for a wall display or presentation

Intercultural understanding

- find out about languages spoken by children in the class
- find out about the weather in a country where the language is
- identify some locations where the language is spoken
- learn about the currency of another country

Knowledge and skills in Spanish are progressive from one year to the next and are mapped across the school, in line with our scheme of work. Cross curricular links have

been identified and the school's own context is considered as part of curriculum planning. The children have access to a Spanish section in the library where they can read books at own leisure. The books are either dual language (English-Spanish) or first levels of reading where they can use their phonics knowledge to help.

Impact

Through the high quality first teaching of Modern Foreign Languages taking place we will see the impact of the subject in different ways:

- Children will be provided with opportunities to communicate with each other in Spanish.
- Children will be given the opportunity to look at other languages – particularly if children are bi-lingual.
- Children will learn how language skills can be applied to a range of languages.
- Children will become aware that language has structure, and that the structure differs from one language to another.
- Children will develop their language through development of the four key skills of speaking, listening, reading and writing.
- Children will enrich their language learning by developing an understanding of the Spanish culture.

Our MFL curriculum ensures that children develop their knowledge of where different languages, including the range of home languages spoken by the families of the school, as well as Spanish, are spoken in the world. Varied learning experiences, including 'Language of the Month' and 'Hispanic Day' also ensure that languages are celebrated throughout the school community whilst providing a context for language learning and develop the children's understanding of different cultures