

## **The Big picture** (Overview)

At St. Finbar's Catholic Primary School, we are firm believers that the acquisition of a foreign language offers our students a rich and multifaceted educational, social, and cultural journey. This endeavour not only enhances their capacity for effective communication, emphasizing vital skills in speaking and listening, but it also instils excitement and enjoyment, fostering positive attitudes toward language learning that endure throughout their lives.

## **What it's like to be a Musician in our school** (pupil voice)

- I love playing games in Spanish (Y3).
- Learning languages in a fun way is great! (Y4).
- I like learning new, interesting words (Y5).
- I like the different topics we learn and I enjoy learning how I can become fluent in Spanish (Y6).

## **Teaching and Learning** (Key learning and skills)

- 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.

## **What we want our curriculum to help our children know and do** (Intent)

At St Finbar's Catholic Primary School, our Spanish Curriculum is meticulously crafted to unleash the full potential of every student across intellectual, social, moral, emotional, and cultural dimensions. Our overarching goal, culminating by the conclusion of Year 6, is to nurture confident learners who derive joy from languages, adeptly expressing their thoughts and ideas in a foreign language. They will possess the ability to comprehend and respond to speakers both verbally and in writing.

The skills, knowledge, and understanding cultivated through our curriculum are instrumental in significantly advancing our students' oracy and literacy skills, fostering a deep appreciation for their own cultures and those of others. Our aspiration is to empower students to envision boundless ambitions while embodying our core values.

## **How we organise our curriculum** (Implement)

The acquisition of a foreign language is intended to be both enjoyable and relevant for every student. To achieve this, we employ a diverse range of approaches and activities aimed at challenging, motivating, and sustaining the interest of our students.

Our Spanish program is structured to provide opportunities for students to showcase their prior learning while enhancing their proficiency in spoken language, reading, writing, and Spanish vocabulary. Lessons are interactive, striking a suitable balance between spoken and written language, laying a solid foundation for further foreign language learning in Key Stage 3. In Key Stage 2, our emphasis is on practical communication, enabling students to comprehend and express ideas, facts, and emotions through a broad array of interactive teaching methods.

We cover the four language strands of speaking, listening, reading, and writing, with a focus on understanding basic grammar. This includes concepts such as feminine and masculine forms, the conjugation of high-frequency verbs, key language features and patterns, sentence construction, and comparisons with or similarities to English.

## **How we know children are knowing and doing more** (Impact)

Each year, topics are revisited with the incorporation of additional skills, fostering a deep embedding of learning. This approach ensures a continuous and progressive development of knowledge.

The weekly lesson structure provides dedicated time to revisit the knowledge acquired in the previous week. This allows students ample opportunities to apply and practice what they have learned, reinforcing their understanding.

Our commitment to monitoring the impact of our curriculum provision is upheld by subject and school leaders. Regular monitoring involves observing lessons and employing formative and summative assessments to gauge the children's understanding as the topic progresses. This information is crucial for informing future planning and ensuring effectiveness.