

# Spanish Curriculum Rationale



INTENT		IMPLEMENTATION		IMPACT	
<b>Alignment</b>	At Thurlby Community Primary Academy we teach Spanish as a Modern Foreign Language. Modern Foreign Languages are taught discreetly in Key Stage 1 at our school. Thurlby Primary Academy uses the new Primary Curriculum objectives as guidance for teaching MFL at KS2. The EYFS Early Learning Goals are used for our youngest pupils in Reception.	<b>Pedagogical Approaches</b>	Modern Foreign Languages is currently taught using the Language Angels Scheme. Each unit has a medium-term plan, knowledge organiser and individual lessons in a Powerpoint.	<b>Approach to Assessment</b>	Formative assessment is used in each lesson to identify and address gaps and misconceptions. It is used in every lesson to recall learning from previous years and lessons. Live comments take place to ensure that these misconceptions are addressed in a timely fashion. Children can make their work and each others to help address misconceptions.
<b>End Points</b>	A high quality languages education should foster children's curiosity and deepen their understanding of the world. At Thurlby Primary Academy we are committed to ensuring that competence and enthusiasm in learning another language enables children to interpret, create and exchange meaning within and across cultures. 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.	<b>Teachers' Expert Knowledge</b>	The subject leader identified that MFL was one lesson which teachers were not confident in teaching and that is why the scheme of work was bought. In the scheme of work Powerpoints for each lesson have been made which include a native speaker so that children can hear how the correct pronunciation should hear. There are teaching notes and resources provided.	<b>Performance Data</b>	The school tracks progress during units to ensure children are on target for national expectations. Teachers assess children based on formative assessments. Teachers use tracking for each child during each unit to follow how a child is progressing.
<b>Sequencing</b>	The Modern Foreign Languages content has been organised so that children will make progress in their year group and so that progress will be made in the core skills of learning (listening, speaking, reading and writing) across years 1,2, 3, 4, 5 and 6, building on the previous year.	<b>Promoting Discussion and Understanding</b>	Discussion and effective questioning by the teacher is key to allowing pupils to recall new knowledge. It will also help them make links between new material and prior learning. Through the use of formative assessment each lesson, information can be recalled by the children from their long-term memory. Speaking in every languages lesson is vital. Key vocabulary is shown and teachers use and reinforce these consistently. Through these conversations, children are able to master the use of key vocabulary and core knowledge.	<b>Pupils' Work</b>	Children are able to demonstrate their understanding in a variety of ways. This may be in the form of videos, photographs, speaking and listening activities and written work. It is important that children have evidence of learning in Modern Foreign Languages.
<b>Social Disadvantage</b>	A key principle of our teaching is about the belief that every child can engage with the curriculum for their year group, unless they have a significant special educational need. Each lesson can be differentiated in order to support pupils.	<b>Knowing and Remembering More</b>	Each lesson begins by reviewing prior learning, either from the previous lessons or the previous year group, ready for their development in the new lesson. There are also opportunities for peer discussion that focus on prior learning.	<b>Talking to Pupils</b>	The subject leader talks to pupils about their learning as part of the monitoring process. Children's books/ photographs/comments/ pieces of work are used to guide discussions and provide the subject leader with the information required to identify the key knowledge, facts, concepts and strategies taught have been remembered and understood. The subject leader will also ask the children about what they have learnt in their current year and previous years, to see if subject matter has been embedded into the children's long-term memory and links have been established.
<b>Local Context</b>	Some of our local feeder schools teach Spanish as the chosen language.	<b>Teacher Assessment</b>	Formative assessment is essential to ensure that all children are not only learning new concepts, but remembering and applying previous knowledge and skills. Effective questioning plays a fundamental role in checking for understanding and ensuring misconceptions are quickly addressed as does feedback during or between lessons. In Modern Foreign languages many assessment opportunities relate directly to the unit expectations and are listed in the tracking clouds.		