

Trafalgar Junior School: Spanish Curriculum Overview

Subject	Intent	Implementation	Impact
<p>Languages – Spanish</p> <p><i>Skills:</i></p> <ul style="list-style-type: none"> • oracy (speaking and listening) • literacy • writing • grammar • intercultural understanding 	<p>The curriculum will ensure children will be able to:</p> <ul style="list-style-type: none"> • understand and respond to spoken and written language • speak with increasing confidence, fluency and spontaneity • write at varying length, for different purposes • use some grammatical structures (basically in present tense) • understand and appreciate different cultures and recognise the similarities and difference between their own 	<p>We follow the national curriculum in Spanish, supported by specialists, such as Rachel Hawkes. The Spanish overview outlines what is covered in each year group and how the subject is sequenced. Knowledge and skills build to ensure there is progression through our curriculum.</p> <p>Lessons include:</p> <ul style="list-style-type: none"> • content from the Rachel Hawkes scheme of work, supplemented with other materials, taught by a Spanish speaking teacher • a rich and varied input of the language so that children hear and interact with the sounds and patterns of the new language in different ways: speaking, listening, reading and writing • active learning to promote the enjoyment of Spanish • games and songs to maximise enjoyment • the celebration of similarities and difference of other cultures and nationalities to promote curiosity and global awareness • Spanish learning embedded throughout class routines and school life • adaption to suit all abilities <p>Timing:</p> <ul style="list-style-type: none"> • taught weekly for 3 half terms, with regular reinforcement throughout class routines and school life <p>Supported by: Rachel Hawkes, Association for Language Learning, BBC, Duolingo</p>	<p>Assessment includes:</p> <ul style="list-style-type: none"> • pupil self-assessment • on-going assessment of prior and present knowledge during lessons with teachers adapting planning as required • assessment criteria within the planning support teachers in assessing where the children are with their learning • strategies such as: ‘show me’ mini-whiteboard exercises, Q&As; marking, with children responding to marking; regular recaps of prior learning; quizzes; end of unit tests; revision sessions and tests of a variety of prior topics to test longer term retrieval and understanding <p>Monitoring:</p> <ul style="list-style-type: none"> • on-going check-ins between subject leads and teachers • regular monitoring by SLT and subject leads on a timetabled cycle