

Queenswood Primary School and Nursery

Languages Curriculum Progression



Modern Foreign Languages Curriculum Intent and Implementation

Learning Spanish helps children explore another culture different to their own allowing them to deepen their understanding of the world in which they live. The teaching of Spanish enables pupils to express their ideas and thoughts in the target language and to understand and respond to its speakers, in speaking, listening, reading and writing. It also provides opportunities for them to communicate for practical purposes, learn new ways of thinking and benefit them in both the target and home language. Spanish teaching provides a foundation for learning further languages, equipping pupils for further education and possibly work in and with people from other countries.

Spanish is taught at Queenswood to all children in Key Stage 2 (Years 3-6). The vast majority of children will be expected to reach the standard detailed in this document, by the end of the relevant phase. Spanish is delivered in small groups by a fluent Spanish-speaking Teaching Assistant, where they are immersed in the language through listening to stories and taking part in games, songs and conversation, as well as reading and writing activities.

The Spanish Curriculum at Queenswood has three strands:

- Reading fluently – developing the phonic understanding of the alphabet alongside vocabulary and grammar to read key words and phrases
- Writing imaginatively – using phonic knowledge to spell words, and to be able to build increasingly more complex sentence structures using key words and phrases
- Speaking confidently – working on pronunciation and the ability to willingly speak in a Modern Foreign Language using well-rehearsed words and phrases.
- Understanding culture – investigating places Spanish is spoken, and exploring the culture more widely

To benefit from the skills of the staff, the school has recently changed from French as a Modern Foreign Language, to Spanish. As a result, all children in Key Stage have begun their Spanish learning in September 2019, and so will be working towards the expectations in order of

challenge. Obviously, year on year, children will develop their skills, and therefore it is expected that children will not be reaching end of key stage expectations this year.

At Queenswood, we aim to develop thinking skills (see separate progression document) in all areas of the curriculum. Languages allow for the development of the areas of planning, developing and reflecting, with a large focus on thinking creatively, taking risks, and valuing unexpected outcomes.

Pupils are taught Spanish in blocks, using cross-curricular topics, making use of links with other subject where possible such as literacy, geography, PSHE and R.E.

The progression below outlines the skills required as children repeat working with different key vocabulary and phrases but are taught a greater level of skill, knowledge and understanding as they progress in their languages learning journey.

To assure that children are retaining the knowledge learned during each unit, a mind-map will be used for children to collect new knowledge and link it with prior learning. At the end of a unit, children will demonstrate their learning by creating 'My Memory Mind-Map' demonstrating the knowledge they have gained, which they will take on to future learning.

Safeguarding commitment:

Through our languages curriculum, children will gain self-confidence, as well as develop the skills for quality teamwork.

Children will be taught explicitly about different cultures, and be taught to be both curious and respectful. They will discuss not only differences between places, but also similarities. It will be the aim of curriculum to avoid developing overly stereotypical views of different countries, cultures and places.

Through our languages curriculum children will learn about themselves and others, and how to challenge themselves to take risks safely.

Modern British Values and SMSC are embedded throughout the languages curriculum through the exploration of different countries and their culture, teaching tolerance and understanding of others. Individual liberty is also core to children developing the ability to express themselves in different languages and understanding challenges faces by people in our country for whom English is an additional language.

Key Skills and Knowledge	Year 3/4 Expectations	Year 5/6 Expectations
<p>Read fluently This concept involves recognising key vocabulary and phrases.</p>	<ul style="list-style-type: none"> • Read short texts independently. <p>Read and understand the main points in short written texts, with support.</p> <ul style="list-style-type: none"> • Use a translation dictionary or glossary to look up new words. 	<ul style="list-style-type: none"> • Read and understand the main points and some of the detail in short written texts. • Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. • Read and understand the main points and opinions in written texts from various contexts, including present, past or future events. • Show confidence in reading aloud, and in using reference materials.
<p>Write imaginatively This concept involves using key vocabulary and phrases in writing.</p>	<ul style="list-style-type: none"> • Write a few short sentences using familiar expressions. • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable. 	<ul style="list-style-type: none"> • Write short texts on familiar topics. • Use knowledge of grammar to enhance or change the meaning of phrases. • Use dictionaries or glossaries to check words. • Use past, present and future tenses competently in a short text.

		<ul style="list-style-type: none"> • Include imaginative and adventurous word choices. • Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). • Use dictionaries or glossaries to check words.
<p>Speak confidently This concept involves using key vocabulary and phrases to orally communicate ideas.</p>	<ul style="list-style-type: none"> • Understand the main points from spoken passages. • Ask others to repeat words or phrases, if necessary. • Ask and answer simple questions. <p>Talk about interests, with growing confidence.</p> <ul style="list-style-type: none"> • Take part in discussions and tasks. • Demonstrate a growing vocabulary. 	<ul style="list-style-type: none"> • Understand the main points and opinions in spoken passages. • Give a short prepared talk that includes opinions. • Take part in conversations to seek and give information. • Refer to recent experiences or future plans, everyday activities and interests. • Vary language and tenses and produce extended responses. • Be understood with little or no difficulty.
<p>Understand the culture of the countries in which the language is spoken This concept involves the background knowledge and cultural capital needed to infer meaning from interaction</p>	<ul style="list-style-type: none"> • Describe with some interesting details some aspects of countries or communities where the language is spoken. 	<ul style="list-style-type: none"> • Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. • Describe, with interesting detail, some similarities and differences between countries

	<ul style="list-style-type: none">• Make comparisons between life in countries or communities where the language is spoken and this country. <p>Take part in activities related to festivals and marked days in the Spanish Calendar</p>	<p>and communities where the language is spoken and this country.</p> <p>Take part in activities related to festivals and marked days in the Spanish Calendar</p>
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