

Spanish at Stanley Grove Primary Academy



At Stanley Grove Primary Academy we provide a curriculum that has been designed for our community. Our carefully selected drivers shape the curriculum, bring about the aims and values of the school, and respond to the particular needs of our pupils: **Communication:** we listen, express ourselves, collaborate and perform with confidence; **Exploration:** we are curious to dig deeper, make links and have new experiences; **Creativity:** we are reflective and use our imaginations to problem solve and create something new of value. Blending knowledge and skills, our curriculum is rich in language and vocabulary, and learning is supported through enriching experiences.

As a **Gold UNICEF Rights Respecting** and **Nurture UK** school, we promote children's rights, nurture principles and the British values of democracy, rule of law, individual liberty, mutual respect and tolerance of others.

Why we teach Spanish

Learning a modern foreign language is part of the curriculum for years 3-6. Communication is a key driver for our overall curriculum and teaching Spanish is an excellent place to develop confidence in oracy. At Stanley Grove, many children are already multi-lingual. Our aim is to build on pre-existing language learning skills as well as gaining new skills through promoting the concept that learning is associative. We want children to develop life-long love of learning languages and pride in our multi-cultural, multi-lingual community.



How we teach Spanish

The Spanish curriculum has been created to emphasise communication, speaking and listening skills and ensures a good coverage of skills by incorporating the milestones in the Essentials Curriculum. The key aims of the curriculum as supported by The Essentials Curriculum milestones are:

- The confidence to speak with good intonation and pronunciation.
- Fluency in reading.
- Fluency and imagination in writing.
- A strong awareness of the culture of the countries where the language is spoken.
- A passion for languages and a commitment to the subject.
- The ability to use language creatively and spontaneously.
- Independence in their studies and the ability to draw upon a wide range of resources.

Most resources in lessons are bespoke. Resources from Linguascope and the La Jolie Ronde comprehensive scheme of work in Spanish for years 3-6 complement our bespoke curriculum. In addition, videos from Calico Spanish, Rockalingua, Super Simple Español, Curriculum Pathways and Learning Spanish with Johanna are also used and referred to.

In years 3 and 4, lessons are taught by a non-specialist utilising a comprehensive bespoke scheme of work created by a specialist with voice-overs to support correct pronunciation. In years 5 and 6, this same spiral curriculum is carried on and children are also able to be taught by a fluent Spanish speaking teacher.

What does Spanish look like at Stanley Grove?

Children access Spanish lessons as part of the PPA teaching timetable. This means that they have at least four hours of high quality, Spanish lessons each half-term. In each Spanish lesson children will:

1. Practise retrieval of prior learning with a starter question or short paired discussion
2. Learn new language content and vocabulary and practise as a class by either playing a memory game or engaging in a discussion activity which allows children to attempt conversational Spanish
3. Practise the new vocabulary independently with a writing or reading task

Throughout the year, Spanish lessons also include:

- Opportunities to present to their class in Spanish to develop their self-esteem and oracy
- Opportunities to develop an understanding of the culture, important celebrations and geographical knowledge of Spanish speaking countries
- Reading of high-quality Spanish books, myths and legends – these texts are often read in their bilingual form with children being encouraged to enjoy the books in English and Spanish.
- Artistic activities and creative writing activities to develop children's understanding of Spanish-speaking culture and their fluency and independence using the language.



The curriculum has been designed with the idea of 'making knowledge sticky' kept at the heart of teaching: lessons include interleaved introduction of vocabulary, retrieval practise, low-stakes self-quizzing, spaced repetition and opportunities to make connections to prior learning.

Communication

Exploration

Creativity