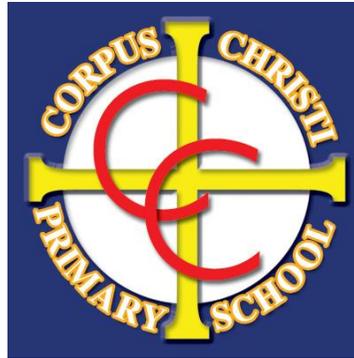


# Corpus Christi Catholic Primary School



## FOREIGN LANGUAGES HANDBOOK

**FOREIGN LANGUAGE CURRICULUM: INTENT:** All of our children will have consistent access to a broad, balanced and high quality Language curriculum which will:

- Inspire pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives
  - Enable children to understand and respond to spoken and written language with fluency and confidence
- Inspire pupils to develop a love of languages and to expand their horizons to another country, culture and people
- Enable pupils to grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies.

## FOREIGN LANGUAGE: CURRICULUM IMPLEMENTATION: POLICY

### SPANISH Together we DREAM, together we learn

#### AIMS

The national curriculum for languages aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources
- To 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 lengths 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

**At Corpus Christi, our mission statement and the teaching of Jesus is at the centre of all we do.**

**We intend to show this through our languages curriculum:**

Give opportunities to **DISCOVER** new facts, skills, information and experiences, through the study of Spanish

Teach children to **RESPECT** each other, other cultures and to develop an awareness of the multi-cultural society we live in

Provide experiences to **ENTHUSE** and excite and develop knowledge and understanding of a different language

Encourage high **ASPIRATIONS** in both school and beyond and apply those aspirations in their lives

Show ways our children can **MAKE A DIFFERENCE** to themselves, each other and outside, in big and small ways and to deepen their understanding of the world

**STRATEGIES:** In order to achieve our aims our school provides:

**On site facilities:**

- Weekly Spanish Lesson for Years 3 – 6 using the Language Angels Program
- Classrooms have key areas and objects labelled with Spanish Vocabulary
- Themed Spanish days

**Off site facilities:**

- Language Angels Teaching Program

**Equipment/Resources**

The Language Angels Program provides a range of resources for Spanish – worksheets, interactive computer based programs, music/songs, pictures/photographs and objects linked to themes taught

**Curriculum Provision**

Y3-Y6 half an hour each week

Children follow the school's scheme of work (Language Angels) and are continuously assessed against clear learning objectives.

**Additional examples of our commitment to Spanish include:**

Themed Spanish days where the children take part in a wide range of activities linked to the language/country

**Continuing Professional Development**

Teachers and support staff are encouraged to develop their skills and knowledge to enhance the teaching of Spanish in school e.g. Spanish words/labels around classrooms, Language Angels Program

## **Reporting**

Verbal reports to parents take place twice a year at Parent's Evening.

Written reports are provided annually.

- **The use of the Language Angels Program will ensure that Spanish is taught to a high standard**
- **This high quality teaching is supported through the appropriate funding, resources, timetables and our whole school environment, which is maintained to a high standard and enhances and promotes our teaching and our children's experiences and learning**
- **Class teachers plan and deliver weekly high quality Spanish lessons**
- **Staff meet regularly to review the quality of our provision and to refresh, reposition and change as appropriate**
- **Staff meet regularly to track and review the progress of our children and this high quality formative assessment contributes good rates of progress and high levels of attainment**
- **Strong parent partnerships and home/school systems contribute to the quality of our provision**

## **OUTCOMES**

The teaching of all aspects of Spanish are consistently good with much outstanding practice.

All of our children develop their enjoyment, knowledge, understanding and skills in Spanish and use these successfully across all areas of the curriculum.

All of our children make good progress from their starting point in Spanish.

## **MONITORING EVALUATION REVIEW**

The school implements an annual programme of quality assurance which includes:

- Scrutiny of planning
- Assessment and work files
- Lesson Observations
- Learning walks
- Conversations with children
- Consultation with parents

### SPANISH: CURRICULUM IMPLEMENTATION: PLANNING & PROGRESSION

Our long term planning ensures coverage of the National Modern Foreign Languages Curriculum. In order to widen and deepen pupils' essential knowledge, skills, understanding and behaviours, our children continuously return to key concepts and skills in order to gain a deeper and more insightful understanding.

We have a clear understanding of the progression we aspire for all of our children to make in all areas of Spanish.

Year 3	Year 4	Year 5	Year 6
Core Vocabulary	Presenting Myself	Do You Have A Pet?	At School
I'm Learning Spanish	The Tudors	What Is The Date?	The Weekend
Animals	My Home	The Weather	Habitats
Musical Instruments	At The Café	Clothes	
The Fruits	The Classroom	My Home	Me in the World
I Can...	Goldilocks	Family	

## Language Learning Skills Progression By Year Group

	Year 3	Year 4	Year 5	Year 6
<b>Listening</b>	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
<b>Speaking</b>	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
<b>Reading</b>	Read familiar words and short phrases accurately. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings.	Be able to tackle unknown language with increased accuracy, including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
<b>Writing</b>	Write familiar words & short phrases using a model or vocabulary list. <b>EG:</b> 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. <b>EG:</b> My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. <b>EG:</b> My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. <b>EG:</b> A presentation or description of a typical school day including subjects, time and opinions.
<b>Grammar</b>	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. <b>EG:</b> 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning ( <b>EG:</b> 'the', 'a' or 'some'). Introduce simple adjectival agreement ( <b>EG:</b> adjectival agreement when describing nationality), the negative form and possessive adjectives. <b>EG:</b> 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles ( <b>EG:</b> definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation ( <b>EG:</b> 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour <b>EG:</b> 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives ( <b>EG:</b> which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. <b>EG:</b> 'to go', 'to do', 'to have' and 'to be'.

## SPANISH CURRICULUM IMPLEMENTATION: ASSESSMENT

We have clear expectations with regards to the significant milestones for our children. These include an expectation that a significant percentage of our children will exceed the end of KS2 expectations in Modern Foreign Languages.

### KS2

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things and actions orally and in writing
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

## SPANISH CURRICULUM IMPLEMENTATION: SPIRITUAL MORAL SOCIAL AND CULTURAL DEVELOPMENT

Our Modern Foreign Languages Curriculum contributes to the spiritual, moral, social and cultural development of our children and embeds our School ethos and mission statement of, Together we DREAM, together we learn.

Spiritual Development	Moral Development	Social Development	Cultural Development
<ul style="list-style-type: none"> <li>• Respect for self and others</li> <li>• Increasing ability to reflect</li> <li>• Empathy, Concern &amp; Compassion</li> <li>• Expressive &amp; creative development</li> <li>• Awareness and understanding of their own and other beliefs</li> <li>• Ability to think in terms of the whole</li> <li>• Appreciation of the intangible</li> <li>• Respect for insight as well as knowledge and reason</li> </ul>	<ul style="list-style-type: none"> <li>• Respect for others' needs, interests and feelings as well as their own</li> <li>• Desire to explore their own and others' views</li> <li>• Considerate style of life</li> <li>• Understanding of the need to review and reassess their values, codes and principles in the light of experience</li> </ul>	<ul style="list-style-type: none"> <li>• Works successfully as a member of a group or team</li> <li>• Appreciates the right and responsibilities of individuals within the wider social setting</li> <li>• Participates in activities relevant to the community</li> <li>• Exercises responsibility</li> <li>• Adjusts to a range of social contexts by appropriate and sensitive behaviour</li> <li>• Challenges, when necessary and in appropriate ways, the values of a group or wider community</li> <li>• Understands how societies function and are organised in structures such as the family, the school and local and wider communities</li> <li>• Shares values and opinions with others and works towards consensus</li> <li>• Relates well to other peoples' social skills and personal qualities</li> <li>• Understands the notion of interdependence in an increasingly complex society</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of the diversity and interdependence of cultures</li> <li>• Ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality</li> <li>• Ability to recognise and understand their own cultural assumptions and values</li> <li>• Understanding of the influences which have shaped their own cultural heritage</li> <li>• Understanding of the dynamic, evolutionary nature of cultures</li> <li>• Sense of personal enrichment through encounter with cultural media and tradition from a range of cultures</li> <li>• Regard for the rights of human achievement in all cultures and societies</li> <li>• Openness to new ideas and a willingness to modify cultural values in the light of experience</li> </ul>

## SPANISH CURRICULUM IMPLEMENTATION: EXTRA-CURRICULAR ACTIVITIES

Being able to offer our children a wide range of diverse extra-curricular activities is very important as it encourages them to become independent, confident and successful members of the community.

- Spanish themed days

## SPANISH CURRICULUM IMPLEMENTATION: HEALTH & SAFETY AND SAFEGUARDING

Risk Assessments are completed for all off site activities.

Appropriate staff supervision ratios are ensured.

Approved venues and transport are used.

## SPANISH CURRICULUM IMPLEMENTATION: STAFF DEVELOPMENT

Key staff undertake ongoing professional development as identified through consistent, embedded monitoring and regular informal professional conversations.

## SPANISH CURRICULUM IMPACT

### SPANISH LESSONS

All children have consistent access to high quality, safe and broad Spanish lessons which:

- Benefit health and well being
- Develop their knowledge, skills and experiences of learning a foreign language
- Build the knowledge, skills, values and confidence necessary for them to make positive, healthy decisions throughout their lives
- RESPECT each other, other cultures and to develop an awareness of the multi-cultural society we live in
- Develop their social, moral, spiritual and cultural understanding by linking their understating and learning to their lives.

### SPANISH EXTRA CURRICULAR ACTIVITIES

All children have access to:

- Opportunities to socialise with different peer groups – e.g. themed Spanish days

### PROFESSIONAL DEVELOPMENT & RESEARCH

- Subject development e.g. promotion of subject in classroom environments & themed days
- Staff/pupil questionnaires are completed to assess enjoyment of the subject, gaps in resources and to identify any further improvements to be made