



‘You live a new life for every language you speak. If you only know one language, you only live once’ - Czech proverb

Spanish at South Gosforth First School

At South Gosforth First School, our Spanish curriculum aims for all pupils to develop a genuine interest and positive curiosity about foreign languages. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. At South Gosforth First School, we want our pupils to be working towards becoming life-long language learners.

Our Spanish scheme of work and carefully planned associated resources offer a relevant, broad, vibrant and ambitious foreign languages curriculum which will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond Key Stage 2. All content will be continuously updated and reviewed annually, creating a dynamic programme of study that will be clearly outlined in both long-term and short-term planning. This will ensure that the foreign language knowledge of our pupils progresses within each academic year and is relevant and in line with meeting or exceeding national DfE requirements.

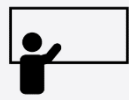
Intent			
How our key drivers are lived through our Spanish curriculum			
Character	Culture	Creativity	Challenge
Express individuality across the four key language learning skills of speaking, listening, reading and writing. Communicate likes and dislikes in Spanish. Have resilience and independence when learning new vocabulary and research unknown words independently.	Foster an enjoyment and appreciation of the Spanish and Latin culture. Develop an awareness of the importance of the Spanish language and where it is spoken in the world. Have the opportunity to share experiences of Spanish life and culture.	Think creatively and critically, with a positive and resilient attitude. Enjoy exploring the Spanish language through a range of activities.	Communicate confidently when speaking and writing, using a growing bank of vocabulary, language skills and grammatical knowledge and increasing in independence.



Implementation						
	Autumn		Spring		Summer	
Year 3	Phonetics and pronunciation I am Learning Spanish	Animals	Instruments	I know how to...	Ice Creams Curriculum revisit	
Year 4	Phonetics and pronunciation Presenting Myself	My Family	The Classroom	At the Cafe	What is the Weather?	The Date

Learning Links with Spanish across the Curriculum			
	English	PSHE	Science
Year 3	- To listen carefully in a range of different contexts - To recognise when it is needed and ask for specific additional information to clarify instructions - To organise what they want to say so that it has a clear purpose	- To recognise the differences between people in terms of race, gender, faith and appreciate the importance of respecting the differences and similarities between people. - To recognise that people from all backgrounds can have shared values, likes, dislikes and aspirations. - What makes a family; features of family life	(Year 2) - Animals including humans (Coastal Regions, Continents and Oceans) - Living things and their habitats (Coastal Regions, Continents and Oceans)
Year 4	- To listen carefully in a range of different contexts and usually respond appropriately to both adults and peers. - To generate relevant questions to ask a specific speaker/audience in response to what has been said - generate relevant questions to ask a specific speaker/audience in response to what has been said		Geography - To locate the world's countries using maps. - To describe and understand key aspects of physical geography: climate zones and biomes



What would a Spanish lesson look like at South Gosforth First School?					
					
Clarity of learning exemplified The 'big learning' is explained and the small steps are highlighted. Children know what they are learning, why they are learning it and how it links to previous learning.	Talk in Spanish Using a growing bank of vocabulary, children express themselves in Spanish.	Retrieval practice There are opportunities for children to practise skills in Spanish to 'warm up' and revisit their previous learning.	New learning Teachers provide clear explanations of new vocabulary and grammar. Opportunities to practice across our four key language learning skills of speaking, listening, reading and writing are provided in each lesson.	Independent work Children apply the new knowledge of the topic through songs, games, stories, writing and speaking tasks.	Assessment for learning and feedback strategies Assessment for learning opportunities are woven in throughout the lesson through careful questioning that makes the pupils think hard. Pupils use self and peer assessments to assess and reflect on their work.

What enhancements make Spanish special at South Gosforth First School?	
Whole School Initiatives	International Day of Languages - September Northeast Festival of Languages January to March Language day assemblies Extra-curricular clubs Collaboration between other First and Middle Schools in the trust to ensure consistency and agreed end point expectations at Year 4.



CPD			
Strategy	Who	When	Impact
Subject leadership time	Sam Wate	Spring term	Time to review the curriculum provision. Replanned several units of work to ensure progression across the school.
Staff meetings	Rachael Blackburn / Sam Wate	Spring term	Shared new curriculum plans with staff. Staff feel confident in new units and understand the reasoning behind this.
Membership to subject association (Language Angels)	All staff	Ongoing	Staff have access to high quality subject knowledge CPD and resources.
GST Subject Leader Networks	Sam Wate	2 sessions throughout the year	Subject leader has access to examples of best practice across the trust. Subject leaders can share planning and resources that can then be disseminated in school. Transition Gateway document created.

Impact	
Strategy	Evidence and Findings
Pupil Voice	Key findings from this monitoring in school can be found on internal school documents and is collated by Samantha Wate (Spanish / MFL Subject Leader). This monitoring informs the current 'Spanish Subject Action Plan' which identifies key strengths and areas for development in Spanish, as well as actions taken to improve the subject curriculum and its delivery across school.
Book Look	
Lesson observations	
External reports eg. SIP/Governors	