



Heathfield Schools' Curriculum Overview

Languages - Spanish

Subject	Intent	Implementation	Impact
Spanish	<p>The languages curriculum will ensure that children will be able to:</p> <ul style="list-style-type: none"> • Understand simple spoken Spanish. • Respond to simple questions with increased confidence. • Express their ideas and thoughts in Spanish. • Read and understand simple sentences and questions as well as signs and labels. • Write Spanish words and simple sentences with increasing confidence. • Improve cultural awareness and appreciation of Spanish Speaking cultures. • Develop their understanding of how languages work. • Develop an interest and love for language learning. 	<p>The schools' languages progression document outlines the knowledge and skills that will be covered in each year group.</p> <p>EYFS and Key Stage 1 Although not explicitly taught within the Infant School, children are exposed to language other than English through informal activities, such as sharing dual language books, answering the register in different languages and sharing children's language experiences from home.</p> <p>Key Stage 2 Spanish is taught throughout Key Stage 2 on a rolling programme by the subject coordinator. The Spanish Scheme 'Language Angels' is used to support planning, and lessons teach the skills outlined in the Spanish progression document.</p> <p>Spanish displays are used in the classrooms and throughout the school to remind children of key vocabulary and support learning.</p> <p>Lessons are planned to be multi-sensory with practical activities often forming the focus. Children play games, learn songs and take part in role play exercises to help develop their memory and recall. Familiar stories are also used to allow children to make comparisons and build their confidence in the target language.</p>	<p>Assessment: In Key Stage 2 assessment during lessons enables the teacher to adapt planning as required. Key questions on the planning support these assessment techniques. Written work in Spanish books informs CT about future planning and pupil progress. There should be a minimum of two written pieces of work per half term, taking into account the fact that some lessons may be speaking and listening only.</p> <p>Monitoring: Members of the Senior Strategy Team, Year Group leaders and Phase specific subject leaders undertake a range of monitoring activities across a year that include:</p> <ul style="list-style-type: none"> • "Pop ins"/learning walks • Book and planning scrutinies • Pupil interviews • Staff interviews.