

How we Plan, Teach and Assess

Spanish



Planning Overview

At the heart all Spanish planning and learning is the overarching goal of achieving a balance between excellence and enjoyment of Modern Foreign Languages.

Pupils are encouraged to be curious about the language and the Spanish speaking world. In line with the guidance of the National Curriculum programme of study, all language learning is chosen for the purposes of practical communication.

Spanish is taught by a specialist MFL teacher. This ensures the highest level of linguistic knowledge and the ability to plan and deliver lessons confidently, with teacher awareness of the support needed for both pupils who are working towards, achieving and at greater depth in the subject.

Spanish Planning in KS2

A different topic for each year group for each of the six terms is selected (see Langney Spanish Curriculum Overview.) Topics are chosen for their relevance to the pupils' experiences and pupils will build on their grammatical knowledge year on year.

For at least one term per year, as recommended by the National Curriculum, a topic is chosen which is of a more literary or cultural nature. For example in Year 3 'Yucky Yummy', Year 4 'Dear Zoo', Year 5 'Handa's Surprise' and Year 6 a focus on culture with a view to secondary school transition.

Spanish Planning in KS2

Within each termly topic each of the four skill areas is covered, to a lesser or greater degree. For example in Year 4, with Storytelling there is a greater emphasis on reading and writing. But in Year 3 in Classroom Language, there is more emphasis on having conversations and listening. Each lesson within each topic relates to the End of Year Expectations for each year group.

Spanish Teaching in KS2

Each lesson begins with either a visual stimulus to inspire curiosity over the learning point to be covered in the lesson OR a song (or similar) to review prior learning and ensure continuity.

The learning objective for the lesson will be shared explicitly with the class and each pupil will have a printed copy of the lesson objective in their Spanish exercise book, for each lesson (this ensures maximum use of 30 minute lesson time for teaching and learning.) The specialist teacher sends these to class teachers in advance of each lesson and they then ensure these are printed and ready to distribute.

Spanish Teaching in KS2

Presentation

The specialist teacher will then present the new vocabulary or grammatical structure for the lesson. Usually the language will be introduced in an oral form but with the backup of written form on Google slides. The teacher will model vocabulary and pupils will repeat. Further pronunciation practice will be extended via teacher/pupil questions and answers with use of powerpoint presentations, Youtube clips or props, in order to embed pupil understanding, knowledge and confidence.

Practice and Production

Pupils are given a task to reinforce their learning. It may be a task with a learning partner such as working on a conversation model, matching up pictures and words in a card game, miming and guessing vocabulary or playing a board game. The teacher will circulate to support as necessary and may pause the lesson to share good practice with the rest of the class where it is noted, or to revisit the learning point if it is clear that there are common misconceptions among pupils. Pupils may then be asked to produce a piece of work either individually, in pairs or in a group. It may be oral or written.

Plenary

The specialist teacher will recap the initial learning objective and gather feedback from the class. This can involve sharing good practice, expressing concerns over difficulties with areas of the lesson or sharing tips about easy ways to remember the new language or 'language hooks.'

How is the Subject Assessed?

Pupils learning is formatively assessed against the main learning points within each lesson. Of particular note will be those who may still be working towards the objective for the lesson. This will inform future planning for future lessons within the topic, and indicate where extra support may be needed. Furthermore, those who may be consistently working at Greater Depth will be identified, both for extension activities and also for the possibility of taking part in the Swale Spanish Scholars Programme, if in Year 4 or 5.

The specialist teacher will assess the pupils against the End Of Year Objectives for each part of the curriculum ie: Listening, Speaking, Reading and Writing. This is in line with the expectations of the National Curriculum. At the end of Terms 2, 4 and 6, the specialist teacher uploads this information to OTrack, the online assessment recording tool for the school.

The specialist teacher passes on information to class teachers in Term 6, in order that their progress in Spanish can be recorded on annual reports for parents/carers.