



Purpose of Study

Learning a foreign language is a liberation from insularity and provides an essential opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language.

The learning of a foreign language can provide a valuable educational, social and cultural experience for pupils – providing them with:

- Opportunities to communicate for practical purposes in the wider world.
- A foundation for further learning of languages beyond KS2, equipping pupils to study and work in other countries.
- An essential opening to other cultures and a widening of experiences and aspiration.
- A new perspective on the world, encouraging them to understand their own cultures and those of others.

Cromwell Academy promotes the learning of modern foreign languages throughout pupils' education at each key stage.

EYFS and Key Stage 1

In EYFS and at KS1, when the teaching of foreign languages is non-statutory, any opportunities for positive learning experiences of additional languages, through song, rhymes, poems and/or word games, are encouraged, particularly when these may enable learners from a variety of backgrounds to share their cultural and/or linguistic heritage with their peers in the classroom. Early exposure to other languages is likely to stimulate curiosity and interest in the wider world. All pupils in EYFS and KS1 have a weekly Spanish lesson with a specialist language teacher.

Key Stage 2

The statutory phase of language learning begins in KS2. Cromwell Academy is committed to fulfilling the aims and delivering the learning outcomes of the National Curriculum Languages programmes of study for this key stage. In brief, these are to ensure that all pupils at KS2:

- develop their interest in the language(s) and culture(s) of other countries.
- develop their practical communication skills by understanding and responding to both spoken and written language.
- make substantial progress in one language (although they may have additional opportunities to learn more than one language).
- understand basic grammar appropriate to the language studied.
- have a solid foundation for further language study at KS3, where possible in the same language that will be studied at KS3.

At Cromwell Academy, children in KS2 learn Spanish.



Cromwell Academy Modern Languages Strategy Statement

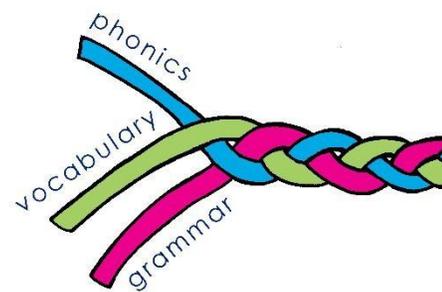
Intent

We teach our children Spanish to generate a fascination for words and how language works, a wider curiosity about the peoples and cultures of Spanish-speaking countries and the foundational knowledge to support confident communication in Spanish.

Essential Knowledge

We teach three core strands of essential knowledge:

1. **Phonics** – the key components of the sound-writing relationship
2. **Vocabulary** – a set of the most frequently used words
3. **Grammar** – the essential building blocks required to create simple sentences independently (including gender of nouns, singular and plural forms, adjectives (place and agreement), and the conjugation of key verbs)



Our Spanish curriculum is designed to enable our children to:

- Develop linguistic and communicative competence
- Extend their knowledge of how language works
- Explore similarities and differences between Spanish, any heritage languages our children have, and English

The teaching of a foreign language to every child in KS2 is a statutory requirement, as set out in the National Curriculum Programmes of Study (2014).

In line with the NC PoS, our children learn to:

- Listen and show understanding by joining in and responding
- Link the sound, spelling and meaning of words
- Read aloud with accurate pronunciation
- Read and show understanding of phrases and simple texts
- Speak in sentences
- Describe people, places, things in *speech* and *writing*
- Ask and answer questions
- Express opinions
- Write phrases from memory
- Adapt phrases to create new sentences
- Use a dictionary

Our children also learn key cultural and country-specific knowledge. For example, by the end of KS2, our children:

- can name and locate on a map countries where Spanish is spoken
- know the key geographical features of Spain, including continent, surrounding seas and oceans, main mountains and rivers, capital city
- know the name and some detail about at least one festival or tradition from Spain.
- know at least one typical food from Spain.



Implementation

Our KS2 children have a weekly Spanish lesson of 45 minutes. In addition, they have opportunities to revisit and deepen their learning with structured language tasks that practise retrieval, improve retention and embed learning in long-term memory. Further opportunities to recycle key vocabulary (e.g. numbers) and develop children's confidence are often built into classroom routines including greetings, providing instructions, stating lunch preferences, registration, rewards and praise on a more regular basis, even just for a few minutes in the school day e.g. when children are lining up.

Modern Languages Spanish	Numbers 0-10 Saying your name Greetings Saying how you feel Following basic instructions - sit, stand etc. Learn a Christmas song for performance Introduction to key vocabulary eg opposites, colours, animals, parts of the body. Dinosaurs Curriculum is taught through stories, songs and rhymes and content is linked to Reception curriculum	Numbers 0-15 Questions and answers - eg saying your name, saying how you are Food Saying you like something Consolidation and building on vocabulary learnt in Reception. Learning a Christmas song for performance. Curriculum is taught through stories, songs and rhymes and content is linked to Y1 curriculum. Introduction to reading Spanish.	Numbers 0-20 Consolidation and building on vocabulary learnt in previous years. Learning a Christmas song for performance. Curriculum is taught through stories, songs and rhymes and content is linked to Y2 curriculum. Reading Spanish - using prior knowledge to read new words.	Numbers 0-31 Introduction to written Spanish. Greetings How are you? All about me (name, age, where you live) Introduction to phonics Saying and writing the date. Colours Christmas in Spain and learning a song for performance.	Numbers 0-100 Phonics Animals Talking about the weather. Christmas and Easter in Spain and learning a song for performance.	Numbers 0-1000 All about me (name, age, where you live) Phonics Christmas and Easter in Spain and learning a song for performance.	Talking about yourself Talking about where you live Phonics Independent language learning skills Christmas and Easter in Spain and learning a song for performance.
	Colours Pronunciation practise of tricky sounds using days of the week Numbers 0-15 Easter words Weather words Spring song and stories	Family words Classroom instructions Parts of the body Rainforests Spring song	Food - fruit and vegetables - say you like it Numbers Days of the week Describing things	Phonics Verbs in the infinitive with I can, and I like Talking about classroom equipment. Talking about family.	Phonics Classroom language and equipment Verbs in the infinitive and commands Saying what you like to eat.	Dates / birthdays Saying what you like to do Family Talking about other people	Talking about pets and family using the verb to have Phonics The Weekend - saying what you like to do Verbs in the infinitive Regular verbs
	Tongue twisters Minibugs Counting to 20 Playground games Key movement verbs (eg run, sit, walk, rest) Begin to link spoken /written word Antarctic	Animals Basic descriptions Playground games Story telling	Talking about family Spring song Singing songs and telling stories Time to the hour - Mr Wolf Saying your age - el cielo es azul game Playground games	Parts of the body Ordering ice creams Transactional language	Ordering drinks and saying what you like Using bigger numbers Festivals in Spain	At school Classroom equipment Saying what you have or need Ordering drinks and saying what you like	Saying what you have and getting what you need Transactional language (eg shopping) Phonics

Impact

Children are continuously assessed on the knowledge they are taught in lessons, whenever they are called upon to understand and/or produce language, with or without reference to resources. Periodically, they complete informal achievement tests in phonics, vocabulary and grammar covering all modalities (i.e. listening, speaking, reading and writing), which assess the specific knowledge they have been taught. Their progress and attainment is categorised in the following way, using our school tracking system:

- Meeting expectations
A child has learnt and retained the majority of phonics, vocabulary and grammar knowledge taught this term
- Above expectations
A child has learnt and retained all of the phonics, vocabulary and grammar knowledge expected this term, and has shown additional capacity for extending his/her knowledge.
- Below expectations
A child has learnt and retained less phonics, vocabulary and grammar knowledge than expected this term.