



Markland Hill Primary School – SPANISH Intent, Implementation and Impact Statement

	INTENT	IMPLEMENTATION	IMPACT
SPANISH	The intention of Spanish at Markland Hill Primary school is to develop a passion and interest for languages, which will give the children an insight into another culture for KS2 pupils. We want our children to gain a confidence to communicate in a foreign language. We aim to provide our pupils with ample opportunities to express their opinions and ask questions in Spanish, which will develop their pronunciation skills. The lessons are structured so that there is a focus on the four key skills: speaking, listening, reading and writing. Our aim is for pupils to find a passion for languages and wish to continue languages in secondary school and beyond by building their confidence and ability in these four key skills. Children will be exposed to Spanish culture and learn about the geographical side of Spain to deepen their curiosity of the world around us. We wish to demonstrate the importance of beliefs and customs in Spain, whilst understanding the importance and benefits of learning another language through a range of stimulating activities and fun cultural events. Learning about life and celebrations in Spain is also part of our programme to allow children to appreciate the social, moral, spiritual and cultural aspect of Spanish people. Aims: Develop confidence and progress in the four key skills (speaking, listening, reading and writing).	At Markland Hill Spanish is taught to children in KS2 by two high-quality language teachers. We have a rolling programme for both LKS2 and UKS2 which covers all skills. The rolling programme clearly demonstrates progression of the four key skills to allow children to build on prior learning and become more proficient in Spanish. Teachers follow a scheme of work by 'Language Angels' which has been specifically mapped out to meet the needs of our children and build on their progress and extend their vocabulary moving from simple vocabulary to extended sentences. Lessons are fun and interactive, using songs, stories and games. The scheme incorporates the four key skills and uses a range of activities to stimulate children's learning. Children learn about life in Spain and look at where Spain is located in the world to gain an understanding of other cultures. This shows pupils how Spanish is also linked to other areas of the curriculum and is not a stand-alone subject. All children in KS2 have weekly lessons. Children are spoken to using proficient pronunciation for them to practise and develop their own pronunciation. Over time, regular revisits of learning take place- either verbally or written- to embed their knowledge into their long-term memory. In books, vocabulary lists are given for all children to refer back to during the unit – this supports their spelling and reading in the	On-going assessment of pupil progress takes place in each lesson through formative assessment. Teachers can then adapt and plan subsequent lessons to ensure progression occurs. Summative assessments take place at the end of each unit to identify gaps in learning and to plan next steps. Data is collected each term for teachers to analyse and inform them of any issues or changes that need to be made. We use a variety of tools at Markland Hill to inform us of the impact of Spanish: Book scrutiny Learning Walks Pupil Voice Discussion with staff Videos and photos of children's learning (evidence of this on seesaw for parents) Teacher assessment End of unit assessments



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	Foster a passionate, curious attitude towards learning languages • Encourage pupils to learn about other cultures and customs • Learn the use of grammatical structures	target language. In some topics children are exposed to authentic Spanish literature to provide opportunities to read in the language (the stories chosen will be stories the children will have previously been exposed to in their own language). In lessons, children should be given the opportunity to ask questions and develop fluency of speaking with more accuracy.	
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