















Curriculum Rationale

At Thurcroft Junior Academy, our approach to teaching Spanish is grounded in an absolute belief that every child can develop the appropriate skills to engage with learning a foreign language in a way that is enjoyable and fun. Our Spanish curriculum throughout KS2 intends to encourage children's curiosity about language learning; to broaden their cultural awareness (including exposure to authentic songs and literary texts) and to develop the resilience and self-esteem of pupils by experiencing success in learning a new language. We understand that learning potential is increased through effort and believe passionately that learning a different language is a key skill which is essential for all aspects of everyday life, including independent learning and developing an appreciation of the wider world. We teach a Spanish curriculum that develops throughout the KS2 stages and we know that foreign language learning can support all areas of the curriculum. Over the course of four years, the children develop the four foreign language skills: listening, speaking, reading and writing. We believe all children are capable linguists and that their potential needs unlocking.

INTENT		IMPLEMENTATION		IMPACT	
 <p>Alignment to the NC</p>	<p>The school follows the ACET Spanish long-term plan which follows the NC programme of studies. There is a consistent thread of progression throughout the year, developing on further skills that they are required to complete to enhance their language learning skills. Pupils are encouraged to link the spelling, sound and meaning of words and to speak and write in sentences, using familiar vocabulary, phrases and basic language structures.</p>	 <p>Pedagogical Approaches</p>	<p>Each lesson is carefully designed to ensure pace of learning as well as to regularly check for understanding whilst pushing some children to a deeper understanding. Wherever possible, these lessons are consolidated regularly to help the children embed their learning and opportunities to address misconceptions are provided. Spanish language is not solely taught through 1 lesson a week but is occasionally linked to other curriculum topics and key vocabulary is encouraged to be used within day-to-day classroom activities.</p>	 <p>Approach to Assessment</p>	<p>Formative assessment is used throughout lessons to provide summary judgements. Self or peer assessment takes place each lesson, allowing for any misconceptions to be addressed. Staff members assess with Specialist Spanish teacher at the end of each term to support their judgements.</p>
 <p>End Points</p>	<p>By following the ACET KS2 MFL curriculum, we are setting high expectations within lessons designed to educate children to the appropriate levels of Spanish. The units have been planned so that the children are able to connect their learning throughout KS2 and beyond. By the time the children leave us at the end of KS2, all children will have had the opportunity to develop their listening and speaking skills as well as reading and writing skills.</p>	 <p>Teachers' Expert Knowledge</p>	<p>All KS2 classes receive 30 minutes of foreign language teaching by a fully trained, specialist MFL teacher. Teachers have expert knowledge in the different ways that children learn and how to support children in MFL with different resources, so that all children can achieve.</p>	 <p>Performance Data</p>	<p>Tracked on the wider curriculum tacker at the end of each half term.</p>
 <p>Sequencing</p>	<p>Our Spanish curriculum follows a spiral structure; therefore, key concepts are revisited and developed to a deeper level. The Spanish teaching sequence is staggered to ensure the learning is retained and progression to KS3 is consistent. The children can then apply these skills throughout other areas of the curriculum to further consolidate their learning.</p>	 <p>Promoting Discussion & Understanding</p>	<p>At TJA, the activities we plan for children during Spanish lessons usually lend themselves to be completed in pairs or groups, promoting discussion amongst peers. When teaching, we promote discussion with engaging open questions and interesting resources which the children can explore, for example by using videos, stories and songs.</p>	 <p>Pupils' Work</p>	<p>The school has really high expectations of all children in terms of the quality and presentation of their work, which we believe leads to a sense of pride within the child. The children have a variety of ways of presenting their work depending on the unit of learning which also accommodates a variety of learning styles.</p>
 <p>Addressing Social Disadvantage</p>	<p>The structure of the curriculum is designed to ensure all children can engage and access learning in Spanish. Although we appreciate and acknowledge not all children have a passion for languages, a key principle of our teaching is about the belief that every child can engage with the curriculum for their year group, unless they have an identified barrier which prevents this. Extra support and resources are used to support in ensuring all children succeed in MFL.</p>	 <p>Knowing More & Remembering More</p>	<p>Our curriculum long term plans have been carefully constructed to present the content in a logical progression. The school's approach builds on current research into metacognition and aims to create resilient, self-regulated learners to enable them to "know more and remember more". This is evident in lessons where teachers articulate their own learning and expose the children to a variety of linguistic terms and key vocabulary. Regular mini-plenaries provide the children with the opportunity to recall their learning.</p>	 <p>Pupil Voice</p>	<p>All members of the senior leadership team and, particularly, the MFL leader talk to the pupils as part of the regular monitoring. The purpose is to explore what they have learnt and what they can remember as well as how much they have enjoyed it. Key improvement actions can be identified as a result.</p>
 <p>Local Context</p>	<p>Children are given opportunities to explore cultural differences between Spain/ Latin America and England by comparing celebrations such as Christmas and Easter.</p>		<p>Children's understanding will be measured through specific focused activities such as a listening, reading or speaking activity.</p>		

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