

## Our intent – Spanish

The decision to offer Spanish as the only ‘taught’ language within the NS curriculum has been taken following extensive research and consultation with teachers and leaders. The rationale for choosing Spanish is very obvious: With 495 million speakers and 18 million students studying Spanish as a foreign language, it is the second most spoken language in the world today, after Mandarin Chinese, and is an official language in 21 countries. Forecasts suggest that in three or four generations, 10% of the world’s population will understand Spanish, and the US will have the highest volume of Spanish-speakers, after Mexico. The use of Spanish online has grown by a staggering 800% in the last few years, making it the third most popular Internet language behind Mandarin and English. The UK trend for GCSE entries is increasing in Spanish compared to French and German and Spanish is now the most popular language to study at A Level.

The Spanish curriculum at NS has been explicitly designed with the intention of teaching across the Trust. The intent and sequencing within each SoW allows for deliberate progression in terms of substantive knowledge and disciplinary skills – knowledge that more than meets the expectations outlined in the National Curriculum Programme of Study.

## Curriculum Implementation and Impact - Spanish

As a broad overview, each SoW within Spanish is designed around the same core principles:

1. Explicit teaching of vocabulary within a particular topic/theme.
2. Explicit teaching of phonics and the deliberate sequencing of individual phonemes so students are regularly retrieving sounds and patterns.
3. Authentic texts and sources to support skill progression across all four domains of knowledge within the Languages curriculum i.e., reading, writing, speaking, and listening skills.
4. Deliberate sequencing of grammar that plans for progression and follows similar patterns that allow for increasing challenge and complexity:
  - a. Students are taught verbs in first person singular before shifting to first person plural.
  - b. Students are then taught the same verb in the third person.
  - c. The curriculum then introduces students to the past/future tense with the same structure in terms of verb sequencing.

The national curriculum for languages aims to ensure that ‘all pupils understand and respond to spoken and written language from a variety of authentic sources, speak with increasing confidence, fluency and spontaneity.’ It is clear from reviewing curriculum planning and SoW that students across the Trust will study a huge range of carefully curated authentic sources that ‘stimulate ideas’ and ‘expand understanding of language and culture.’ A significant number of these sources and texts are taken from nationally produced resources endorsed by examining bodies that are not gender specific but based on the pedagogical content knowledge required for the teaching of languages. Across the texts and sources, the curriculum offers a diverse representation of gender and ethnicity.

The sequencing of the Spanish curriculum has been given extremely detailed thought in terms of the deliberate teaching of knowledge and skills in line with the National Curriculum. We have identified the explicit disciplinary skills required to deliver an ambitious, broad and balanced curriculum and mapped these against each SoW to demonstrate progression. Further to this, each lesson in the SoW outlines the curriculum end points both in terms of substantive and disciplinary knowledge. This ensures parity of student experience and makes clear to teachers how they must systematically check for understanding before moving on.

Examples of these curriculum principles are shown below:

Identifying disciplinary skills in line with the NC:

Linguistic competence

listen to a variety of forms of spoken language

transcribe words and short sentences

initiate and develop conversations

cope with unfamiliar language and unexpected responses

make use of important social conventions such as formal modes of address

express and develop ideas clearly

speak coherently and confidently

read and show comprehension of original and adapted materials understanding the purpose, important ideas and details,

provide an accurate English translation of short, suitable material

read literary texts in the language

write prose using an increasingly wide range of grammar and vocabulary

write creatively to express their own ideas and opinions

translate short written text accurately into the foreign language.

NC9  
NC10  
NC11  
NC12  
NC13  
NC14  
NC15  
NC16  
NC17  
NC18  
NC19  
NC20  
NC21

Example of Knowledge Organisers used in Key Stage 3

## Módulo 2 – Unidad 5 – ¿Qué estudias?

I can describe what I study at school

Key question – ¿Qué estudias? – What do you study?

 El dibujo Art	 El inglés English	 La educación física PE	 La música Music
 El francés French	 El español Spanish	 La religión RE	 La geografía Geography
 La historia History	 La tecnología DT	 La informática Computer Science	 Las ciencias Science
 Las matemáticas Maths	 El teatro Drama	<p>¿Cuál es tu día favorito? What is your favourite day?            Mi día favorito es el... My favourite day is...            ¿Por qué? Why?            estudio/estudiamos... I study/we study...            por la mañana... in the morning...            por la tarde... in the afternoon...            no estudio... I don't study...</p>	

Don't forget:  
**el lunes** Monday  
**los lunes** on Mondays

You say:  
 geografía y ciencias.  
 But to make the pronunciation easier, **y** changes to **e** before the sounds **i-** and **hi-**:  
 geografía e inglés  
 geografía e informática  
 geografía e historia

**tampoco** *nor*  
**nunca gritamos** *we never shout*  
**¡Ni hablar!** *No way!*