



Spanish at HPF Overview

'Celebrating and inspiring a lifelong love of learning in an ever changing world'

Rationale

At HPF we believe that learning a foreign language is a liberation from insularity; providing a window into the soul of another culture, enabling our young people to live and integrate across the globe and foster a **RESPECT** for other cultures, providing them with the necessary traction to tap into worldwide employment markets and embrace a **LOVE OF LEARNING IN AN EVER CHANGING WORLD**.

The high-quality language education at HAJ fosters pupils' curiosity and deepens their understanding of the world as global citizens, whilst enriching their own lives in the Hanham community – as well as their learning across the wider curriculum knowledge domains

The Spanish curriculum at HAJ is a rigorous, logical, knowledge-based approach which has been introduced by the MFL lead and has had a transformative effect on pupils' attitudes to language learning across KS2. Pupils are truly **INSPIRED** by their curriculum and **ENJOY** their learning.

At the core of our Spanish provision is the National Curriculum. This is woven together with the pedagogical approach developed, for the Spanish language, by Elinor Arter. This **INSPIRING** curriculum and associated pedagogy ensures that our children receive an **ENJOYABLE** and challenging language education that is rare, if not unique, in the English primary school sector. The expectations for achievement in languages apply across the ability range at HAJ.

The Spanish teaching at Hanham Abbots allows children to express themselves in Spanish, both verbally and in writing. It provides opportunities for learners to communicate for practical purposes, and to delve into cultural texts (music, poetry and literature) in the target language. The teaching of Spanish at HPF prepares pupils perfectly for any language learning at secondary school and beyond. This application to **LIFE-LONG LEARNING** is regular shared and **CELEBRATED** with the children.

The aims of language learning at HPF include:

- To speak with confident and increasing fluency; finding ways of communicating what they want to say, continually improving their pronunciation and intonation, both in dialogue and question/response.
- To use their deep understanding of phonics and pronunciation in Spanish, to become increasingly confident and accurate at sight-reading, decoding unseen texts, and writing in Spanish.
- To develop cultural awareness and a **RESPECT** for Hispanic culture and history.

Our curriculum aims to **INSPIRE** pupils' fascination with and desire to know more about the Spanish language and Hispanic culture, fostering a **LIFE-LONG LOVE** of the subject. Our Spanish curriculum fulfils a core value of the Federation to providing children with a sense of community, diversity, **RESPONSIBILITY, RESPECT** and **LOVE OF LEARNING**.



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CELEBRATING – INSPIRING – LEARNING

Children are taught to value other cultures and celebrate difference.

Children are immersed in the culture and language of Spain and are inspired by this to want to learn.

Children are taught practical language skills which enable them to see the 'big picture' in terms of why they are learning.

Perseverance

Spanish is challenging and lessons retain the same high expectations of learners as the rest of the HPF curriculum. Learners are required to demonstrate commitment and engagement to their learning in order to be successful.

Respect

The HPF approach to Spanish is rooted in respect for diversity and Hispanic culture. Learners are taught to respect the other cultures studied and develop a respect for the complexity of language.

Responsibility

Building on the respect children are taught to have for Hispanic culture, they also learn to recognise the responsibility we have to engage with other languages and cultures and not to expect English speaking and customs to be the norm.

Enjoyment

Spanish is taught with flair and enthusiasm, instilling children with a sense of awe and wonder about what they are learning. Lessons are fun and children enjoy learning the subject. Learners have opportunity to practice what they have learned.

Independence

Children are taught the skills they need to become independent Spanish speakers. Their curriculum focuses on practical, 'real-life' Spanish which enables them to engage with Spanish culture. Children understand the purpose of language learning and are motivated to continue their learning.

Children will learn about:

Children will learn a text-focused curriculum around real everyday Spanish language and culture.

How:

- Direct instruction methods. No guess work.
- Forensic focus on written texts and accurate pronunciation as a gateway to producing their own language.
- Centralised resources in the knowledge grids.
- Lots of reading out loud, focused questioning, lots of translation, lots of repetition.
- Focus on morphology (patterns in languages) as curriculum develops, rather than topic-based lists of pure vocabulary or grammar.
- “Dodge English” translation to aid long-term memorisation.

Not included in Spanish teaching:

- Marking, pictures, games, pair work, just focus on linking the written and spoken words.
- Teaching discrete blocks of grammar or vocabulary lists – no “we are doing the perfect tense today”.
- Anything that costs more in effort than children/teachers get back in learning return.

Content:

- Phrases of real Spanish, with a direct “dodgy English” translation.
- From the start, students use language with PROFS (Past, Reasons, Opinions, Future, Subjunctive) and PIE (Proverbs, Idioms, Expressions).
- Practice exercises focus on only the language the students have learned so far.
- No questions which rely on children to have experienced any other Spanish than that which they encounter in school.
- Lessons which do not overload children’s working memory. This is the most effective way for students to store language in their long term memory.

Spanish and British Values: Through learning culturally salient topics, children develop an appreciation of **democracy and liberty**. An example of this would be learning of of folk song “España Camisa Blanca”- a Spanish anthem to **liberty** and peace, written after the death of General Franco. Through communications with our Spanish friends in Murcia, children will develop a **mutual respect and tolerance of those with different faiths, beliefs and customs**.

El Mundo Hispanohablante : Children are instructed in the significant historical and cultural aspects of the Hispanic world- from trade embargos in Cuba to celebrating “el cinco de mayo”- the Mexican celebration of the Battle of Puebla over the French. They will draw links with the ancient civilisations (Maya, Inca, Aztec) which are taught in the wider curriculum. Moreover, our partnership with CEIP Nuestra Señora de Belén in Murcia, through the Comenius Project, has allowed children to make international friends, enjoying learning experiences across borders.

Key Language and Vocabulary: Children learn and use a range of high-frequency language and vocabulary, through textual study and honing of pronunciation. Through daily focus on phonics and SPaG, children progress with a keen understanding of morphology, rather than more typical lists and “topics”. Language is taught strictly through knowledge grids, written by the Spanish lead, with a goal of spoken communication. The grids are constructed carefully to allow children to quickly create language autonomously. The Spanish language is not taught at EYFS or KS1, in line with the National Curriculum.

What does this look like in KS2?

The method of Spanish teaching employed by our HAJ Spanish lead was observed by Jocelyn Wyburd, Chair of Cambridge University’s Council of Modern Language, Fellow of Clare College, and Director of Cambridge University Language Centre in 2018.

Jocelyn Wyburd outlined the teaching method as:

“Radical in its approach to drilling language structures and the introduction of new vocabulary in a highly didactic manner, which allows for the building of complex sentences right from the start, a strong focus on phonics and on grammatical understanding and application of grammatical rules. It is not ‘communicative’ in the traditional sense used in language teaching methodology and works on a ‘whole group’ basis, responding in Spanish to teacher prompts in English. Elinor provides plenty of opportunity to elicit individual responses to questions (in English) about the principles/rules governing grammatical structures, pronunciation etc and to elicit responses in Spanish to questions about how a form (verb ending, article, noun, adjective etc) changes in the singular/plural etc. She also uses the whiteboard and includes some deliberate errors to elicit pupil corrections, with explanation.”

“Pupils were constructing sentences of considerable complexity, with multiple clauses, in a way which is unusual to see in any but the highest achieving KS4 pupils using traditional methods. It is remarkable.”

“Examples of complex sentences produced (in response to ‘building block’ prompts), demonstrating how blocks of language can be adapted and recycled in different ways:

Mis amigos tienen mucha sed, entonces quieren beber mucha agua

(My friends are very thirsty and therefore want to drink a lot of water)

Aunque tenga dos hermanos, prefiero jugar con mis dos mascotas.

(Although I have two brothers, I prefer to play with my two pets).

N.B.: in this sentence pupils are using the subjunctive actively, prompted by characterisation of *aunque* as a ‘magic’ word that requires this verb form.

Mis amigos dicen que vivo en Londres pero vivo en Cambridge con mis padres

(My Friends say I live in London but I live in Cambridge with my parents)

Mis amigos quieren jugar con mis mascotas, pero prefiero jugar con mi hermana Sofía. Sofía es graciosa

(My friends want to play with my pets but I prefer to play with my sister Sofia. Sofia is funny)

Me gustaría comer pollo asado, con mi maestra, porque quiero hablar español. Me hace sentir inteligente y feliz. Pero todo a su tiempo.

(I would like to eat roast chicken, with my teacher, because I want to speak Spanish. It makes me feel intelligent and happy. But all in good time.)”

Curriculum Progression

Since January 2020, Elinor had conducted whole-school Spanish lessons in the format of an assembly, and in her own teaching in Year 5, has started the writing exercises, which support the speaking & listening focus of the assembly and form the second “half” of the Spanish teaching. This has been supported with a whole-school subscription to the Language learning platform “Linguascope.com”, to which all children have access.

Due to the Covid-19 pandemic, the planned progression of language learning has undergone adaptation.

It is predicted that as children are phased back into daily school life in Autumn 2020, Elinor will revise their prior Spanish learning following the same format- the assembly model. The new year threes (who have not yet learnt a foreign language in school) will join their older peers, as it envisaged much of the learning will start from scratch again for the whole Junior cohort. New Y3 students could also be supported to “catch up” with potential for Elinor to drop into their carousel lessons in their first half-term in the Junior School. Staff training will be undertaken at the earliest opportunity to upskill teachers in how to direct their children in the writing side of the Spanish curriculum, which can be undertaken in a classroom setting, without the need for a specialist language teacher. Progress across the Junior cohort will be reviewed in December 2020.

Moving forward, from September 2021 the progression will split in terms of content. Students from years 5 and 6 will progress to knowledge grids 7-12 which will extend their language skills and vocabulary. They will also be taught grammar (verb conjugations and tense formation) explicitly. Years 3&4 will continue to consolidate their learning of Knowledge Grids 1-6 and build basic vocabulary, allowing them to adapt the language. The assembly/class teaching balance will be reviewed, and staff training to take place to ensure staff are able to support children in their own class teaching. The language learning will continue with whole-school access to Linguascope.com.

Below, the six key knowledge grids are outlined in terms of the specific language structures covered. Note that whilst the first bullet point reflects a conventional “topic” area of language, it is not a focus of learning. The “Can I” is not communicated to children, nor is it a focus of the lesson. It is included below to demonstrate the subject matter of the language taught only.

It should be noted that the subject matter in one Knowledge Grid reflects several weeks’ teaching content. Six knowledge grids is comparable to six-nine months’ teaching (using the model of one assembly per week).

Strand	
Knowledge Grid 1	<ul style="list-style-type: none"> • I can introduce myself • Regular verbs in 1st person and 3rd person plural • Reflexive verbs in 1st person present tense • PIES (proverbs, idioms, expressions) – Expressions • Querer and infinitive
Knowledge Grid 2	<ul style="list-style-type: none"> • I can talk about hobbies • Querer and infinitive • PROFS (past, reasons, opinions, future, subjunctive) – Reasons • Reflexive verbs in present tense • Conditional tense and gustar • Basic conjunctions • PIES – idioms
Knowledge Grid 3	<ul style="list-style-type: none"> • I can talk about food and drink • Querer and infinitive • Irregular verbs in present tense • Tener and hambre/Tener and sed • Conditional tense and gustar • Gustar and infinitive • PIES – idioms • PROFS – reasons • Basic conjunctions • Third person plural verbs present tense

Strand	
Knowledge Grid 4	<ul style="list-style-type: none"> • I can describe others (family members) • Imperfect subjunctive first person – Querer • Querer and infinitive • Direct object pronouns • First person plural • Possessive pronoun “mi” • Tier 2 conjunctions • Irregular verb present tense (ser) • Adjectives • Adjectival agreement • Third person plural verbs and adjectival agreement
Knowledge Grid 5	<ul style="list-style-type: none"> • I can talk about pets • Numbers <5 • Subjunctive construction “Aunque tenga” • PROFS – Opinions • Definite article, indefinite article • First person plural verbs – tener • Llamarse in 3rd person singular • Adjectives • Adjectival agreement
Knowledge Grid 6	<ul style="list-style-type: none"> • I can talk about future plans and hobbies • PIES – Expressions • Reflexive verbs and infinitive “jugar” • Basic conjunctions • Gustar and infinitive • Jugar and a transformations al/ a la • Possessive pronoun • Near future “Ir a” and infinitive • Negative opinions and gustar • PROFS - Reasoning