

Catshill Federation Spanish Rationale

Spanish at Catshill Federation	Why is this subject important?	How is Spanish organised?
At Catshill Federation learning a foreign language provides a valuable educational, social and cultural experience. Pupils develop communication and literacy skills that lay the foundation for future language learning. Children develop linguistic competence through engaging and varied lessons, with enjoyment in learning at the forefront of planning to foster a love of language learning.	Learning another language raises awareness of our multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and that of others. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.	• Pupils begin in Year 3 with half termly sessions focusing on a core topic area. Pupil knowledge of Spanish is revisited and deepened throughout Year 4. • A specialist teacher from CMS supports learning at CFSN through visits and focus afternoons. • At CMS Spanish is taught in mixed ability groups. From Year 5 through to Year 8, pupils have a weekly one hour Spanish lesson with a specialist teacher.
How are other subjects linked?	How is the curriculum adapted?	How is progress measured?
• Cross curricular links to other subject areas- for example Year 4 colours links to the world of art and Year 6 solar system topic links to science. • Deeper learning is reinforced through opportunities to use Spanish (and other foreign languages) in wider contexts such as when lining up or when answering the register. • Pupils are taught about the country of Spain, the Spanish speaking world and elements of Spanish geography and culture.	• Inclusion for all pupils • Differentiation to ensure access to language throughout the key stages • Range of skills assessed to support different styles of learning • Support within lessons where necessary • Bespoke differentiation for pupils with EHCPs.	• Pupils demonstrate their ability in MFL through understanding (reading and listening) and production (speaking and writing) of language. • The teacher assesses the four modalities in pupils' work through both formal and informal assessment. Individual verbal feedback is provided regularly to all learners. • Books are marked regularly with allocated time at the start of lessons for children to reflect on feedback, address corrections and undertake challenges to extend learning. • Children also self-assess their work. The recall and retention activity at the start of all lessons allows self reflection for improvement.

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