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| **How are our curriculum drivers embedded in all subjects?**Subject: Modern Foreign Language - Spanish |
| Reading  | Vocabulary  | Community  | Aspiration  | Inclusion  |
| Children are taught to read in Spanish using phonics. Clear instruction outlines the differences between Spanish and English phonics.   | Vocabulary is one of the three pillars of language learning. Children are taught a wide range of Spanish vocabulary, which is revised and recycled in different units.   | A notable proportion of the school community speak Spanish as their first language. Spanish lessons foster relationships within the school community.  | Speaking more than one language is highlighted in lessons as an aspirational skill which increases future employability.   | Children with English as an Additional Language are highlighted as models of language learning, recognising their skills and experiences. |
| Children are taught to scan texts to pick out key information, linking to the retrieval element of the reading curriculum.    | Children are taught grammar vocabulary in every unit, reinforcing the English curriculum.   |  Links are made between Spanish and children’s languages of origin, demonstrating the value placed on the cultural diversity of the wider community.    | In lessons, staff refer to their own progress and experiences as learners of Spanish, acting as models of life-long learning.    | Links are made between Spanish and children’s languages of origin, demonstrating the value placed on children’s cultural backgrounds and experiences.   |
| Children are taught to read out loud in Spanish with accurate pronunciation, linking to the reading fluency approach used in school.   | Children are taught to look for Spanish-English cognates, reinforcing vocabulary in both languages, and allowing for a wider understanding of etymology.   | Children are taught to express their ideas and opinions and listen to those of others, providing a context to practise respectful communication.    | The Language Angels scheme exposes children to the cultural context of Spanish-speaking countries, providing children with cultural capital and broadening their understanding of the world.  | Scaffolding and differentiation are provided through medium term plans and the Language Angels scheme of work, allowing all children to access the subject.    |
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