

## NC14 Languages Coverage

<b>Purpose of study</b>	Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.
<b>Aims</b>	<input type="checkbox"/> understand and respond to spoken and written language from a variety of authentic sources <input type="checkbox"/> speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation <input type="checkbox"/> can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt <input type="checkbox"/> discover and develop an appreciation of a range of writing in the language studied.
<b>Subject Content</b>	<b>Key stage 2</b> Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].
<b>Key stage 2:</b> <b>Foreign language :</b>	Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication.
<b>Y3,4,5,6: SPANISH</b>	<i>Pupils should be taught to:</i>
	<input type="checkbox"/> listen attentively to spoken language and show understanding by joining in and responding <input type="checkbox"/> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words <input type="checkbox"/> engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* <input type="checkbox"/> speak in sentences, using familiar vocabulary, phrases and basic language structures <input type="checkbox"/> develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* <input type="checkbox"/> present ideas and information orally to a range of audiences* <input type="checkbox"/> read carefully and show understanding of words, phrases and simple writing <input type="checkbox"/> appreciate stories, songs, poems and rhymes in the language <input type="checkbox"/> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary <input type="checkbox"/> write phrases from memory, and adapt these to create new sentences, to express ideas clearly <input type="checkbox"/> describe people, places, things and actions orally* and in writing <input type="checkbox"/> understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.