

WOOD FOLD PRIMARY SCHOOL

SPANISH POLICY

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Next review (date):	Ongoing to reflect practice

Purpose of Study

Learning a foreign language is a liberation from insularity and provides an essential 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.

The learning of a foreign language can provide a valuable educational, social and cultural experience for pupils – providing them with:

- Opportunities to communicate for practical purposes in the wider world.
- A foundation for further learning of languages beyond KS2, equipping pupils to study and work in other countries.
- An essential opening to other cultures and a widening of experiences and aspiration.
- A new perspective on the world, encouraging them to understand their own cultures and those of others.

Key Stage 1

At KS1, when the teaching of foreign languages is non-statutory, any opportunities for positive learning experiences of additional languages, through song, rhymes, poems and/or word games, are encouraged, particularly when these may enable learners from a variety of backgrounds to share their cultural and/or linguistic heritage with their peers in the classroom. Early exposure to other languages is likely to stimulate curiosity and interest in the wider world.

Key Stages 2

The statutory phase of language learning comprises the seven years of KS2 and KS3. Wood Fold Primary School is committed to fulfil the aims and deliver the learning outcomes of the National Curriculum Languages programmes of study for key stage 2. In brief, these are to ensure that all pupils at KS2:

- develop their interest in the language(s) and culture(s) of other countries.
- develop their practical communication skills by understanding and responding to both spoken and written language.
- make substantial progress in one language (although they may have additional opportunities to learn more than one language).
- understand basic grammar appropriate to the language studied.
- have a solid foundation for further language study at KS3, where possible in the same language that will be studied at KS3.

At Wood Fold Primary School, children in KS2 learn Spanish; in Year 5 & 6 it is taught by a specialist teacher from Kids Lingo.

Curriculum intent

The intent of our Spanish curriculum is mapped out on Long Term plans and on a subject overview document. Spanish has been planned using long-term, medium-term and short-term planning to plan for our groups of learners. The medium-term plans provide a skeleton framework, outlining which objectives will be covered, the content for each objective and how. The short-term plans make use of the individual evaluations that teachers make following a lesson, so we are always planning for appropriate next steps and to inform future lessons.

The Learning Objectives evident in planning represent the core material on which teachers can build in order to provide entitlement to language learning in KS2. They are general statements that show progression and support teachers in planning to cover the main areas of learning. The Objectives comprise three clearly progressive core strands of teaching and learning, over the four years of KS2:

- **Oracy** (Oracy is the ability for students to articulate ideas and develop understanding and engagement with others through spoken language- Speaking & Listening)
- **Literacy** (Reading, Writing & Grammar)
- **Intercultural understanding-** Language competence and intercultural understanding are an essential part of being a citizen. Children develop a greater understanding of their own lives in the context of exploring the lives of others. They learn to look at things from another's perspective, giving them insight into the people, culture and traditions of other cultures. Children become more aware of the similarities and differences between peoples, their daily lives, beliefs and values. There are many opportunities to link this strand closely with work in other subjects. Objectives in this strand can be integrated into language lessons as well as taught separately in non-language teaching time, through other subjects. Learning a new language inevitably and naturally brings children into contact with aspects of the culture of other countries. The practical nature of language learning may make this contact even more real, whether inside school, on special days or beyond the classroom, by using the internet, e-mail, school trips abroad and links with other schools.

In addition, two cross-cutting strands are included:

- Knowledge about Language (KAL)
- Language Learning Strategies (LLS).

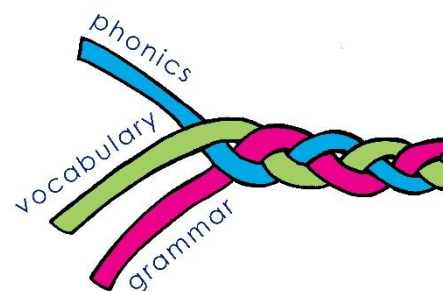
These are of value in themselves as important tools for learning, providing a basis for children's future development as language learners. They are conceived of as both arising from and supporting the core teaching and learning strands rather than as existing independently from them.

We teach our children Spanish to generate a fascination for words and how language works, a wider curiosity about the peoples and cultures of Spanish-speaking countries and the foundational knowledge to support confident communication in Spanish.

Essential Knowledge

We teach three core strands of essential knowledge:

1. **Phonics** – the key components of the sound-writing relationship
2. **Vocabulary** – a set of the most frequently used words
3. **Grammar** – the essential building blocks required to create simple sentences independently (including gender of nouns, singular and plural forms, adjectives (place and agreement), and the conjugation of key verbs)



Our Spanish curriculum is designed to enable our children to:

- Develop linguistic and communicative competence
- Extend their knowledge of how language works
- Explore similarities and differences between [name of language], any heritage languages our children have, and English.

In line with the NC PoS, our children learn to:

- Listen and show understanding by joining in and responding
- Link the sound, spelling and meaning of words
- Read aloud with accurate pronunciation
- Read and show understanding of phrases and simple texts
- Speak in sentences
- Describe people, places, things in *speech* and *writing*
- Ask and answer questions
- Express opinions
- Write phrases from memory
- Adapt phrases to create new sentences
- Use a dictionary

Our children also learn key cultural and country-specific knowledge. For example, by the end of KS2, our children:

- can name and locate on a map countries Spanish is spoken
- know the key geographical features of Spain including continent, surrounding seas and oceans, main mountains and rivers, capital city
- know the name and some detail about at least one festival or tradition from Spain
- know at least one typical food from Spain

Curriculum provision

Our KS2 children have a weekly Spanish lesson of 30 minutes. In addition, they re-visit their learning during Retrieval tasks which are structured language tasks that practise retrieval, improve retention and embed learning in long-term memory. Further opportunities to recycle key vocabulary (e.g. numbers) and develop children's confidence are often built into classroom routines including greetings, providing instructions, stating lunch preferences, registration, rewards and praise on a more regular basis, even just for a few minutes in the school day e.g. when children are lining up.

A detailed scheme of work, with Medium and short-term planning is provided to all teachers delivering Spanish. This planning includes audio-enabled resources for lessons, specific activities planned relating to the content of the teaching and vocabulary support in order to minimise unnecessary teacher workload. Teachers may, if they wish, adapt the resources to support active engagement and meet different learning styles for different cohorts of children.

Assessment

Children are continuously assessed on the knowledge they are taught in lessons, whenever they are called upon to understand and/or produce language, without reference to resources. Teachers and Teaching Assistants carry out live marking and AFL during the sessions to ascertain understanding and amend teaching/ planning accordingly.

Teachers are aware of the expectations which have been set out in the Programme of Study and Scheme of Work Appendix 1 (for example) for their year group; therefore are able to assess whether children are meeting these expectations, using work in books and recording of oral activities. As stated in the National Curriculum, '*by the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.*'

Equal Opportunities and SEN

All children irrespective of ability or special educational need, should be taught a foreign language. Every child has the statutory right to a broad and balanced curriculum.

A child with SEN should be actively encouraged to participate fully in MFL lessons with the necessary support and appropriate differentiation.

Teaching modern foreign languages is a vital way to directly address pupil perceptions and potential stereotypes. It allows us to actively promote positive attitudes and values towards cultural and or religious diversity and to directly tackle any form of cultural and negative stereotyping.

PREVENT Duty (April 2019)

Section 58. All publicly-funded schools in England are required by law to teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life. They must also promote community cohesion.

Role of the Subject Leader

The subject leader will:

- ensure staff are fully aware of statutory requirements and their associated responsibilities in terms of policy and practice
- support staff in terms of access to SOW and resources
- monitor the quality of teaching and learning
- draw upon advice, support and expertise where necessary and in order to improve provision
- liaise to organise training and support to develop teacher subject knowledge and expertise.

Policy Review

This policy will be reviewed when necessary and in the light of any changes or developments in terms of statutory requirements.

Appendix 1

Programme of Study (Year 4)

KS2 Programme of Study 2014		End of Year 4 (P2 -, =, +)
Listening		
L1	Listen attentively and show understanding by joining in and responding	Ask and answer confidently questions about birthdays, ages, dates, time, times tables and simple calculations Play Hide and Seek in Spanish
L2	Link the spelling, sound and meaning of words	Develop phonics knowledge and confidence through: days in the month rhyme, Christmas songs (Rodolfo el reno, Frosty, Navidad), birthday songs
Speaking		
S1(a)	Ask and answer questions	Ask / answer questions about birthdays, ages, dates, times, simple maths Ask '¿Cómo se dice ... en español? ¿De qué color es (What colour is)? ¿Cuántos ... hay? (How many... are there?) ¿Qué día es (hoy)? (What day is it (today)? ¿Qué fecha es (hoy)? (What date is it (today)? ¿Cuándo es tu cumpleaños? (When is your birthday?) ¿Cómo se llama? (What is he/she called? ¿Cómo se escribe? (How do you spell that?) ¿Tienes...? (Do you have...?) ¿De qué color son tus ojos? (What colour are your eyes?) ¿y el pelo? (And your hair)
S1(b)	Express opinions and respond to those of others	Use: <u>En mi opinión</u> (In my opinion), <u>Pienso que</u> (I think that)
S1©	Ask for clarification and help	Signal a problem: Señor(a), tengo un problema Ask for help: ¿Puede ayudarme?
S2	Speak in sentences	Use these sentence structures: Mi cumpleaños es el...de.. / Son las dos – es la una / Hoy es el ...de... (Ayer fue el...de... - Mañana será el ...de...) Empieza a las... / Termina a las... Es / No es Tiene / No tiene Hay / No hay
S3	Describe people, places, things and actions orally (to a range of audiences)	Describe pictures/paintings in terms of shapes and their position Describe hair / eyes of self and others Birthday survey, songs

Reading		
R1	read and show understanding of words, phrases and simple texts	Spot the Dog story, <u>Perritos</u> . Reading and understanding details on birthday invitations, diary entries and list of things to do (to prepare for a party)
R2	appreciate stories, songs, poems and rhymes in the language	Numbers song, birthday and Christmas songs, <u>Pocoyo</u> video episodes, months / days rhymes
R3	read aloud with accurate pronunciation	Numbers Read and add questioning intonation
R4	understand new words that are introduced into familiar written material	<u>Otra vez</u> (again!) / <u>Todos preparados – qué voy</u> (Coming ready or not!) / <u>Pocoyo</u> , birthday vocabulary, verbs, seasons, numbers 13-31, festive vocabulary, instructions for making a piñata
R5	use a dictionary	
Writing		
W1	write words and phrases from memory	Write short exclamations and questions with from memory with correct position of punctuation marks in questions (and exclamations), on mini-white boards from short-term memory (e.g. in response to <u>Pocoyo</u> videos) Write ' My birthday es on the ... of ...' from memory with accurate spelling.
W2	adapt phrases to create new sentences	Animal maths Create birthday and Christmas cards, plan and write party invitations including time / date /, making plans for a party – to do list - using 'Voy a + verbs', time exercise
W3	describe people, places, things and actions in writing	Revision – colours and numbers Describing Mr Men / Little Miss characters – character descriptions Describing pictures/paintings in terms of shapes and their position Describing emotions – happy, sad Describing hair / eyes of self and others Make birthday cards, Design invites, Create piñata (with resources)
Grammar		
G1	Gender of nouns - definite and indefinite articles	Focus on active use of indefinite articles in singular and plural and definite articles in both singular and plural
G2	Singular and plural forms of nouns	Use of plural nouns
G3	Adjectives (place and agreement)	Use adjectives (agreement and position) with more confidence
G4	Conjugation of key verbs (and making verbs negative)	Create greater variety of sentences using the key verb forms from Y3. Use <u>tiene</u> (3rd person tener) and <u>está</u> (3rd person estar) Retell story with 3rd person AR verbs (non-explicit focus) Use future tense (<u>Voy a + infinitive verb</u>), infinitives
G5	Connectives and qualifiers, adverbs of time, prepositions of place	Use <u>sequencers</u> - un día, luego, después al final Use <u>preposition of place</u> (arriba, encima de etc..)

Scheme of work (Year 4) which demonstrate how the content covered meets the objectives from the Programme of Study.

Year 4 Spanish Scheme of Work						
Week	Objective	Language (core content)	Resource(s)	NC PoS	Intercultural Understanding	Writing OR Conversational expectation (Apply)
Autumn						
1	To remember key language of the classroom and basic greetings	Revision greetings + classroom language	Lesson 1 PPT (RH) 'Lesson 13 PPT- YEAR 3' (RH) https://www.youtube.com/watch?v=tOj4hEk2CtU Twinkl posters Year 4 Spanish Booklet page 5	L1, L2, S1(a), W1		Children will write the word for each command
2	To revise numbers 1-10 and days of the week To learn numbers 11 - 31	Numbers 1-31 + revision days of the week <u>once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte, veintiuno, veintidós, veintitrés, veinticuatro, veinticinco, veintiséis, veintisiete, veintiocho, veintinueve, treinta, treinta y uno</u>	Lesson 2 PPT (RH) Janet Lloyd PPT soundbite 1 & 2 Twinkl loopcards https://www.linguascope.com/secure/students/elementary/html5/bin/main.php?language=spanish&activity=menu	L1, L2, R1, R3, W1		Children will write the word for each numeral from 11-30 Children will question their peers for what number they have and find their partner
3	To consolidate numbers 1-31 To learn the months of the year	Numbers 1-31 + months los meses - enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre	Lesson 3 PPT (RH) activity created on Linguascope (joining) https://myfreebingocards.com/bingo-card-generator https://www.linguascope.com/secure/students/elementary/html5/bin/main.php?language=spanish&activity=months	L1, L2, R1, R3		
4	To ask and answer 'What date is it today?'	Months + dates <u>¿Qué día es (hoy)? (What day is it (today)?</u> Hoy es martes. (Today is Tuesday). <u>¿Qué fecha es (hoy)? (What date is it (today)?</u> Hoy es el ... de ... (Today is the ... of ...)	Lesson 4 PPT (RH) https://www.youtube.com/watch?v=Bdl_uT_P0OzE&vI=en Wood Fold Calendar Year 4 Spanish Booklet page 13 &14	S1(a), S2, W1		Children will write down the specific dates identified on the Wood Fold Calendar.
5	To learn the names of the seasons To join in with a Spanish song	Seasons, number of days in each month el <u>verano</u> (summer), el <u>invierno</u> (winter), el <u>otoño</u> (autumn), la primavera (spring) San Fermin song	Lesson 5 PPT (RH) Twinkl months flashcards https://www.youtube.com/watch?v=b6XsDj4ujPs	L1, L2, R2, R3, W1	IU4.1 IU4.2	Children will orally recite the names of the seasons and the months that are associated with them. They will write the words for the months and the seasons from memory. Children will sing a popular Spanish song.
6	To learn how to ask for and say your birthday To sing Happy Birthday in Spanish	Asking for and giving b-day Happy Birthday song	Lesson 6 PPT (RH) Lesson 5 PPT (RH) Year 4 Spanish booklet p15&16 https://www.youtube.com/watch?v=OF6JaclNWAU	S1(a), S2 L1, L2, R2, W1, W2	IU4.1 IU4.2	Children will ask the question '¿ <u>Cuándo es tu cumpleaños?</u> ' and also incorporate this into conversation.