



The Holy Spirit Catholic Primary School

SPANISH POLICY



2022 - 2023

School Rules: Ready - Respectful - Safe

Inspirational Learning: Love - Believe - Achieve - Thrive

Curriculum Drivers: Resilient - Aspirational - Independent - Spiritual - Enthusiastic

Signed by:

Headteacher: Mrs Connolly

Subject Lead: Mrs Connolly

Chair of Governors: Mrs Keig

Review

This policy will be reviewed in September 2024

Signed by:

Headteacher:

Subject Lead:

Chair of Governors

'Together in the spirit of love and forgiveness our family learns to grow with hope and joy.'



Introduction

Learning a foreign language is part of the primary National Curriculum and is a requirement for all children within key stage 2 (KS2). The Holy Spirit has adopted a two year programme approach to deliver Spanish to all KS2 pupils.

Aims (Intent)

Our aim is to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning of Spanish

- Speaking
- Listening
- Reading
- Writing
- Grammar

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between the foreign language they are learning and English. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

Teaching and Learning Overview: These aims are achieved by providing:

A Key Stage 2 approach to language teaching and learning that is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

The National Curriculum for languages aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources
- 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
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of authentic writing in the language studied.

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By the end of key stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. 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.

Displays of the topics being taught in Spanish will be displayed around individual classrooms (if space allows) or will feature on a general school board.

Implementation - Organisation & Delivery

Spanish is taught in a whole-class setting by the class teacher which includes two classes: Year 3 /4 and Year 5 /6

Teachers plan their lessons using the Language Angels scheme of work and can supplement this with their own ideas and experience and those of their colleagues.

The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

Each class has a timetabled lesson each week; year 3 /4 are allocated 30 minutes and Year 5 /6, are allocated 45 minutes

Spanish can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained.

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Spanish lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games (which pupils can access from home to consolidate their learning)
- Songs & raps
- Differentiated desk-based consolidation activities
- Worksheets (at three different levels of challenge) are provided throughout each teaching unit and can be used in class or can be sent home to be completed as a homework exercise along with a knowledge organiser for each unit

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).

Below is an example outline of the units we will cover throughout KS2:

Golden Threads: Oracy Diversity Creativity Independence

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4 Sapphires	Phonics 1&2 I am Learning Sp (E)	Phonics 1&2 Animals (E)	Phonics 1&2 I know how (E)	Phonics 1&2 Fruits (E)	Phonics 1&2 Little Red Riding Hood	Presenting myself
Year 5/6 Topaz	Phonics 3/4 Fruits (E)	Phonics 3/4 Vegetables (E)	Phonics 3/4 Presenting Myself (I)	Phonics 3/4 My Family (I)	Phonics 3/4 At the Café (I)	Phonics 3/4 The Classroom I
Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4 Sapphires	Phonics 1&2 Instruments (E)	Phonics 1&2 Seasons (E)	Phonics 1&2 Vegetables (E)	Phonics 1&2 Ice-Creams	Phonics 1&2 Ancient Britain	Phonics 1&2 In the Classroom I
Year 5/6 Topaz	Phonics 3&4 The Date (I)	Phonics 3&4 Do you Have A Pet? (i)	Phonics 3&4 What is the Weather (i)	Phonics 3&4 My Home(I)	Phonics 3&4 Clothes (I)	Phonics 3&4 At School(P)
Early Language		Intermediate		Progressive		Extra Teaching

Resources

The Language Angels scheme is a fully online resource enabling all teachers in both classes to have instant and continuous access to all the resources they need to teach whichever lesson they choose. +

Evidence of Teaching & Learning and Transition at End of Key Stage

Where appropriate worksheets completed by the children may be kept in their books which can be passed through to their next class and become a portfolio of their learning journey. Teachers can also upload scans of pupil written work along with audio and video recordings of pupils speaking and presenting in Spanish, these will be kept on the shared drive and used to assess progress.

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All of this information along with the pupil's assessments, Learning & Progression can be forwarded to their secondary school at time of transition.

Assessment of Pupil Learning & Progression

Teachers assess pupils continuously throughout the units, this can include quizzes at the beginning and end of each Language Angel, using knowledge organisers to ensure pupils embed key learning

1. Children can also use Peer and self-assessment 'I can do...' grids. A quick and easy way for all pupils in the class to record which units they have completed and the progress they are making.
2. More detailed skills based assessments using bespoke skills assessment worksheets. This form of assessment enables us to determine the learning and progression of all pupils in the key language learning skills as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2.

Monitoring and evaluation

The Subject Leader will monitor the effectiveness of the language teaching provided throughout the school via regular termly observations with feedback given to teachers delivering foreign language lessons. The Subject Leader and class teacher will together monitor the learning and progression made by pupils across the key stage.

The Subject Leader will encourage, where appropriate, class assemblies and presentations in Spanish. The Holy Spirit will strive to include cross-curricular topics be taught in Spanish to knit together various areas of the curriculum and to embed knowledge.

All data, ranging from evidence of classroom teaching, learning walks, classroom visits, pupil voice and skills as well as individual pupil skills and knowledge assessments will be stored on our school system, which can be accessed by class teachers, the Subject Leader and SLT so all key stakeholders can evaluate delivery, performance and progress. This data can be presented to parents at parent-teacher meetings and will also be used to ensure the Spanish Subject on a page (SOP) is updated as appropriate and will be a working document, that will improve teaching and learning of Spanish.

Continuing Professional Development

Training will be arranged as and when deemed necessary by the Spanish subject lead in response to subject monitoring. In addition to training from external providers CPD may include; signposting to online resources to support subject knowledge, modelling lessons, 1:1 staff coaching.

Review

This policy will be reviewed annually in response to the review of our Curriculum