



Our Lady and St Philomena's Catholic Primary School
Spanish Policy

Approved by:	Governing Body	Date: September 2024
Last reviewed:	September 2024	
Next review due by:	September 2025	

Subject Lead: Mrs Urquhart

Rationale

At Our Lady and St Philomena's, we believe that many children really enjoy learning to speak another language. An advantage of introducing a new language in primary school is that children tend to be less self-conscious about speaking aloud at this stage of their development. Furthermore, it is widely accepted that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life. Language lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children's ideas in this area as well as giving them a new perspective on their own language.

Curriculum Intent

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

- 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 writing in the language studied.
- To lay the foundations for future study.
- To raise staff awareness and competence of Spanish.

We strive to introduce children to another language in a way that is enjoyable and fun whilst developing their awareness of cultural differences in other countries.

Curriculum Implementation



We follow the Kapow sequence of learning for Spanish across the whole of Key Stage 2. Each class has a weekly lesson lasting 45 minutes. The lessons focus on new topics half-termly or termly, with appropriate cross-curricular links, inclusive of phonics, vocabulary and grammar, through speaking, listening, reading and writing activities. We recognise that language learning in its broadest sense has three core strands – oracy, literacy and intercultural understanding. We teach the children to develop an understanding and to gain confidence in:

- Asking and answering questions both verbally and in writing – through games and role play, speaking and listening, reading and writing,
- Using correct pronunciation and intonation – through speaking and listening activities, role play, and songs,
- Memorising words – with mime and gestures; songs and movement games,
- Interpreting meaning – with help from visual clues; gestures and mime,
- Understanding basic grammar, including: feminine, masculine, and the conjugation of high-frequency verbs, key features and patterns of the language; how to apply these to build sentences; how these are similar/different to English,
- Working in pairs and groups to communicate in the target language – Spanish, and
- Making linguistic links with other topics across the curriculum.

Across KS2, all children record their learning in their Spanish books or evidence can be found on Seesaw.

Curriculum Impact

Learning a foreign language helps children to develop an understanding of their own culture and that of others. Learning that people have different tastes, opinions and views of the world teaches them principles of tolerance and respect of each other's values. The skills and knowledge gained through learning a new language make a major contribution to the development of children's oracy and literacy. By learning about the grammatical structure and patterns of another language, children can make connections and comparisons which will deepen their understanding both in the target language and in English. Learning a foreign language helps children to develop their confidence with their linguistic skills. Children learning a foreign language in primary school are more likely to also learn a foreign language during their secondary education. Children learn about the possibilities speaking another language can hold.

Assessment/Monitoring

Formative assessment is used during every lesson to spot knowledge gaps and support future learning. Half termly/ termly children will be assessed through low stakes quizzing and the results recorded.

Inclusion



We respect pupils' unique starting points and we teach Spanish to all children, whatever their ability and individual needs. Class teachers work to ensure the specialist teacher is aware of the individual needs of pupils to ensure they can provide learning opportunities that are matched to these needs.

We strive to meet the needs of all pupils with special educational needs, disabilities, special gifts and talents, and of those learning English as an additional language with high expectations for all. The specialist teacher makes appropriate differentiations and aims to be effective through the use of questioning.

We use a multi-sensory and kinesthetic approach to teaching Spanish. Research has shown that physical responses planned into lessons help improve enjoyment, provide opportunities for reinforcement through actions and help embed vocabulary and language structure into the long-term memory through actions.

Pupil Voice

We understand the importance of the voice of our pupils. Pupils have been involved in the creation of this policy through discussions with the school council.

Cross-curricular links:

Learning another language presents opportunities for the reinforcement of knowledge, skills, understanding developed in other curriculum areas. These opportunities can be exploited in other areas:

- English: speaking and listening skills, grammar, sentence construction, comparisons between languages, patterns of language.
- ICT: materials/resources from the internet, video and audio.
- Numeracy: counting, dates, calculations, money, time etc.
- Geography: work, climate, weather, differences between places.
- Science: parts of the body, animals
- Music: rhyme, rhythm, singing, composition, world music
- History: study of other countries
- Art: colours, descriptions
- PE: physical responses to instructions in Spanish.

This policy will be reviewed annually.