

## Foreign Languages: Spanish

### Policy 2025

#### Intent

Learning a foreign language is part of the National Curriculum and is a requirement for all children within Key Stage 2 (KS2). Havannah Primary School has adopted a whole school approach to the teaching and learning of Spanish to all KS2 pupils. We intend to use the **Language Angels** scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum.

It will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be encouraged to achieve their full potential by setting high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond KS2.

**We have adopted their Primary foreign language intent, implementation and impact statement, adapted to meet the needs of the school and our learners.** The intent is that all content will be continuously updated and reviewed annually, creating a dynamic and appropriate programme of study that will be clearly outlined in both long-term and short-term planning. This will ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase and, in so doing, will always be relevant and in line with meeting the requirements of the national curriculum.

The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary grammar will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas.

We, as educational professionals and advocates for life-long learning and engagement, want all pupils to develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language at primary age will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. Throughout their primary school foreign language journey, our pupils will be working towards becoming **life-long language learners**.

**The aims of the MFL (Spanish) curriculum at Havannah Primary School are:**

- To develop the confidence and competence of each child to engage with the Spanish language.
- For each child to become curious and passionate about exploring a different culture and language.
- To provide solid foundations to prepare each child for life-long language learning.
- To develop and demonstrate progress in the 5 key language acquisition skills:
  - Speaking, listening, reading, writing and grammar

#### Implementation

The Spanish curriculum has been tailored for years 3 to 6, focussing on two units each full term. All classes will have access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and

resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons taught by the teacher and supporting staff.

Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.

The planning of different levels of challenge and which units to teach at each stage of the academic year will be addressed dynamically and reviewed in detail annually as units are updated and added to the scheme. Lessons offering appropriate levels of challenge and stretch will be taught at all times to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for the language they are learning.

Language Angels are categorised by 'Teaching Type' to make it easier for teachers to choose units that will offer the appropriate level of challenge and stretch for the classes they are teaching. Units have been assigned to each class by the subject leader, following the unit guidance and suggested modules.

Early Language units are entry level units and are most appropriate for KS1 and Year 3 pupils or pupils with little or no previous foreign language learning. Intermediate units increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to pupils. Intermediate units are suitable for Year 4-5 pupils or pupils with embedded basic knowledge of the foreign language. Progressive and Creative Curriculum units are the most challenging units and are suitable for Year 6 pupils or pupils with a good understanding of the basics of the language they are learning. Grouping units into these Teaching Type categories ensures that the language taught is appropriate to the level of the class and introduced when the children are ready. Children will be taught how to listen and read longer pieces of text gradually in the foreign language and they will have ample opportunities to speak, listen to, read and write the language being taught with and without scaffolds, frames and varying levels of support.

Early Language Units (entry level) and Core Vocabulary lessons are designed to run for approximately 30 minutes. Intermediate, and Progressive Curriculum units are designed to run for approximately 45 minutes.

Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: listening, speaking, reading and writing. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge. Teachers are provided with a Progression Map and Primary Foreign Languages - Intent, Implementation & Impact Policy Page 4 of 6 Grammar Grid (downloadable from the "Curriculum Guidance" area of the Language Angels website) to ensure all children are progressing their foreign language learning skills and are taught the appropriate grammar at the right time in their foreign language learning journey. Grammar rules and patterns will be taught by level of challenge:

- We start with **nouns** and **articles** and **1st person singular of high frequency verbs** in **Early Learning** units.
- We move on to the use of the **possessive**, the **concept of adjectives**, use of the **negative form**, **conjunctions/connectives** and introduce the **concept of whole regular verb conjugation** in **Intermediate** units.
- We end with **opinions** and introduce the **concept of whole high frequency irregular verb conjugation** in **Progressive** units.

The school has a unit planner in place which will serve as an overall 'teaching map' outlining for all teachers within the school what each class in each year group will be taught and when it will be taught. Each class in each year group will have an overview of units to be taught during the academic year to ensure substantial progress and learning is achieved. Each teaching unit is divided into 6 fully planned lessons.

- Each unit and lesson will have clearly defined objectives and aims.
- Each lesson will incorporate interactive whiteboard materials to include ample speaking and listening tasks within a lesson.
- Lessons will incorporate challenge sections and desk-based activities that will be offered will three levels of stretch and differentiation.
- Reading and writing activities will be offered in all units. Some extended reading and writing activities are provided so that native speakers can also be catered for.
- Every unit will include a grammar concept which will increase in complexity as pupils move from Early Language units, through Intermediate units and into Progressive units.
- Extending writing activities are provided to ensure that pupils are recalling previously learnt language and, by reusing it, will be able to recall it and use it with greater ease and accuracy. These tasks will help to link units together and show that pupils are retaining and recalling the language taught with increased fluency and ease.

Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit they will build their knowledge and develop the complexity of the language they use. We think of the progression within the 6 lessons in a unit as '*language lego*'. We provide blocks of language knowledge and, over the course of a 6-week unit, encourage pupils to build more complex and sophisticated language structures with their blocks of language knowledge.

Pupil learning and progression will be assessed regularly during their weekly lessons, this includes professional judgement and opinion of their individual engagement in the lesson, spoken language at the given opportunities and the recorded work opportunities. This will then be reflected appropriately in each book on the success criteria each term.

Displays of the topics being taught in Spanish lessons can be displayed around individual classrooms or can feature on a general school display.

### **Foreign Language (Spanish) Curriculum**

Our whole school approach to language teaching and learning 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.

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.

**Currently**, teaching and learning of a modern foreign language is not a statutory requirement for Early Years and Key Stage 1 (Years 1 and 2). Therefore languages will be introduced slowly and purposefully using songs, stories and greetings.

### **Equal Opportunities**

All teaching and non-teaching staff should ensure that all pupils, irrespective of gender, ability, ethnicity and social circumstances, have access to, and make the greatest progress possible, in all areas of the curriculum. Children with special educational needs are taught the full Spanish curriculum which is tailored by their teacher to meet their needs. Language Angels provides word mats, visuals and audio clips within the lesson presentations to enhance learning for children who experience barriers to learning. These are available on the website for immediate access for all responsible for the teaching of Spanish. Some children may receive additional support to help them take a full and active role in Spanish lessons. Tasks will be adapted if necessary

to help children to succeed and reach their potential. This includes tailoring the content and giving pupils more time to understand new vocabulary taught. See Special Education Needs Policy for more details.

### **Assessment, Record Keeping and Reporting**

Pupil's work in Spanish is assessed by making informal and professional judgements as we observe them during each individual lesson against the desired objective as stated on the success criteria, lesson plan provided by Language Angel and on various resources. On completion of a piece of recorded work, the teacher marks the work and highlights the success criteria in accordance with the school's marking policy and comments where necessary and purposeful. Work is sometimes photographed as evidence of different skills being taught. In Spanish, it is important for the teacher to also observe and take into consideration the individual's level of engagement and enthusiasm for the language acquisition and their efforts with spoken language, including pronunciation.

Every child's Spanish exercise book, along with the professional observations and judgements, will provide the basis for the summative assessment at the end of each term. At the end of each topic, the children will be assessed against criteria and aspirational end points and whether they have been achieved. Teachers should judge which description best fits the individual learners.

End of term reports may choose to highlight and comment on an individual's love of learning a language if necessary and appropriate for reflecting upon the individual learner's achievements and genuine interest.

### **Impact**

Implementing and aligning teaching and learning of Spanish using Language Angels will ensure purposeful and progressive knowledge being acquired by the learners. Each subsequent lesson within a unit is progressive which drives and guarantees progressive learning and challenge. Units increase in level of challenge, stretch and linguistic and grammatical complexity as pupils move from early learning units through to intermediate units and finally, progressive units.

Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate.

Teachers will have a clear overview of what they are working towards and if they are meeting these criteria. They will use the long term planning documents provided in the form of Language Angel's unit planners to ensure correct units are being taught to the correct classes at each stage of the scholastic year. Short term planning is provided in the form of unit overviews and individual lesson plans lay out the learning aims and intentions.

Children are expected to make good or better than good progress in their foreign language learning and their individual progress is tracked and reported to pupils and parents / carers in line with school recommendations.

### **Monitoring and review**

The foreign language (Spanish) subject leader is responsible for:

- Monitoring the standard of the children's work and the quality of teaching and learning in Spanish

- Reviewing and contributing to teacher's planning to ensure full coverage of the National Curriculum through the topic units taught
- Supporting colleagues in the planning, teaching and assessment of Spanish
- Informing colleagues about current developments in the subject, providing advice and maintaining the availability of resources and the foreign language budget.
- Evaluating the strengths and weaknesses in the subject and highlighting areas for further improvement on the school action plan.

Monitoring of the subject will take place throughout the year and may involve the likes of:

- Planning and book scrutiny
- Interviews with pupils
- Conversations with staff
- Learning walks
- Checking assessments are up to date

Reviewed: September 2025

Next review due: September 2026.