



# Spanish Policy

## INTENT

### **Rationale**

The learning of a Modern Foreign Language provides a valuable educational, social and cultural experience for the pupils at Lyng Primary School. Pupils develop communication and literacy skills that lay the foundation for future language learning with the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between Spanish and English. Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

### **Daphne our Languages expert**



Following the Chris Quigley curriculum enables teachers to recognise the key characteristics of linguists in their lessons. These are then presented through Lyng Learning Animals to allow the children to access these in a fun and engaging manner. As chosen by the School Council, Daphne the Beetle is our expert linguist in school.

Our languages Curriculum is designed to allow pupils to develop the following key characteristics for a linguist:

**KS2**

**KS2 Spanish**

 **Daphne the Beetle**

*As a linguist I will aim to:*

-  *speak confidently with good intonation and pronunciation.*
-  *be fluent in reading.*
-  *write with imagination and fluency.*
-  *talk about the culture of Spanish speaking countries.*
-  *enjoy Spanish and work hard during lessons.*
-  *be creative when using the Spanish language.*
-  *be independent and use a range of resources to help me learn.*

# IMPLEMENTATION

## **Planning**

Spanish planning is part of each topic's Medium Term Plan; teachers use the Language Angels scheme, which compliments the Chris Quigley milestones, which are taken from attainment targets from the languages programme of study for KS2 in the National Curriculum. These are recorded in the Medium Term Plan alongside a short description of the lesson and the success criteria for the Age Related children. Any cross-curricular writing, reading and Maths opportunities are signposted in colours (yellow for writing, blue for maths, purple for reading).

Regular LOTC (Learning outside the classroom) opportunities are planned for, alongside visits and visitors into school and these are identified on the Medium Term Plan and also the trip planner pro-forma.



## **Early Years Foundation Stage (EYFS)**

Spanish is not delivered as a discreet subject in Early years, however learning about other cultures and languages are of the Understanding the World learning outcomes. The children are given the opportunity to learn about the world around them through first-hand daily experiences. They are also given the opportunity to learn about other cultures through special events such as Spanish day.

## **KS1**

Learning a language is not statutory in KS1. However, the children in this Key Stage are also given the opportunity to learn about other Spain and the Spanish language through special events such as Spanish day.

## **KS2**

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

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.

### **Year 3**

<b>Spanish</b>	<u>I am learning Spanish</u> 	<u>Animals</u> 	<u>Instruments</u> 	<u>Seasons</u> 	<u>Little Red Riding Hood</u> 	<u>Shapes</u> 
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### **Year 4**

<b>Spanish</b> 	<u>Me presento (presenting myself)</u> 	<u>¿Tienes una mascota? (Do you have a pet?)</u>	<u>En la cafetería (At the Café)</u> 	<u>La clase (The Classroom)</u> 	<u>La fecha (The Date)</u> 	<u>Mi familia (My Family)</u> 
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## **Year 5**

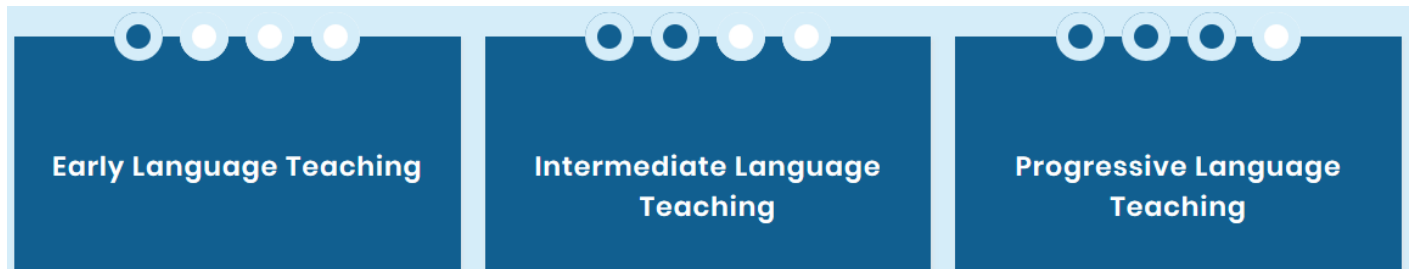
<b>Spanish</b> 	<u>La fecha</u> 	<u>El tiempo</u> 	<u>Mi casa</u> 	<u>Los juegos olímpicos</u> 	<u>Los romanos</u> 	<u>La ropa</u> 
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## **Year 6**

<b>Spanish</b> 	<u>School</u> 	<u>Healthy Lifestyles</u> 	<u>At the Weekend</u> 	<u>Planets</u> 	<u>Vikings</u> 	<u>Me in the world</u> 
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### **Progression of skills**

The Language Angels Progression Map shows how pupil foreign language learning across each of the key skills of SPEAKING, LISTENING, READING, WRITING and GRAMMAR progresses within each Language Angels Teaching Type. It also shows how the level of learning and progression of each pupil is increased as pupils move across each subsequently more challenging Language Angels Teaching Type from Early Language to Intermediate and on to Progressive.



These are then broken down further into three milestones. Milestone 1 for Year 1 and Year 2, Milestone 2 for Year 3 and Year 4 and Milestone 3 for Year 5 and Year 6. In each milestone, pupils demonstrate their learning under 3 different cognitive domains which they are assessed against:

### **Progression of knowledge and retention quizzes**

As we revisit topics in school, retrieval quizzes are used in lessons to encourage the pupils' retention of information over time.

### **CPD**

Where appropriate, members of staff, usually the coordinator, are sent on relevant courses. The content of these courses is then shared with the rest of the teaching staff. The impact of this training is then monitored and recorded through the subject leader's leadership log.

### **Marking and feedback**

Spanish lessons are marked in accordance with the marking policy (see marking policy).

## **Resources**

There are sufficient resources in school to enhance the teaching of Spanish. Language Angels provide differentiated worksheets for children to complete. Staff compliment these worksheets with action/reactions and Killer Questions.

## **Monitoring**

Spanish is part of the foundation subject monitoring cycle, as part of this cycle, lessons and books are monitored termly.

## **SEND**

At Lyng Primary we ensure that all pupils have access to a broad and balanced curriculum. SEND pupils may be supported through Widgits, word mats or cloze proses as part of our Word Aware approach and through additional modelling visible on tables. Where possible, visits and trips are organised to provide pupils with hands on experiences of scientific processes.

## **G&T**

Gifted and Talented pupils are identified and recorded by class teachers on the whole school template The record include those who are considered Gifted and Talented with regard to their scientific knowledge and/or skills. These are the pupils who teachers regularly challenge through their teaching through becoming expert scientists in lessons and sharing their understanding with the class. They are also challenged through killer questions that include questions or activities that challenge the pupil's thinking.

# **IMPACT**

## **Assessment and Moderation**

Children's progress in Spanish is assessed through success criteria in lessons with the progress against these informing the marking of that child's work. In addition to this, at the end of every term, the class teacher is expected to upload judgements of their progress and attainment to SIMS tracker. Progress and retention of knowledge is monitored through regular quizzing and revisiting vocabulary through the word wallets in every classroom.

Moderation of Spanish work occurs on a termly basis. Children's work is moderated against the BAD grids as per the Chis Quigley approach. Chris Quigley Spanish companions were purchased in early 2020 and the proof of progress tasks are going to be used to further quality assure these judgements.

Teaching and learning practice is also shared within Lyng Primary school.