



SPANISH POLICY

Name of Governing Body Representative: Kristofer McGhee

Signed by (GBR): *K. McGhee* **Date:** 23/09/2022

Next review due by: 23/09/2025



Our Commitment to Staff

Staff



Foster and develop the highest standards of teaching through high quality professional development

Nurture and secure leadership talent to lead the future

Recognise and reward the commitment of all staff



Create and maintain a mutually supportive, collaborative and caring environment for all

Establish well-being and health as essential contributions to effectiveness at work.

Our Strategic Priorities

Enrich the curriculum to maximise opportunities for children to develop their talents and interests.

Create a culture of care and stimulate curiosity. Build an environment of independence and collaboration for all pupils.

Use high quality and innovative approaches to teaching to promote progress and engagement.

Enhance teaching and learning through ongoing professional development and continuous support.

Build strong and flexible leadership structures.

Ensure that every child learns to read.



Introduction and Overview

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Curriculum Statement

Rationale

'Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills knowledge and understanding gained make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others.'

The KS2 Framework for Languages-Primary Language Learning p.4

The main language taught in our school is Spanish. All children from Reception age to Year 6 receive a weekly lesson delivered by a specialist, native Spanish speaking teacher. Our main objective in the teaching of MFL is to promote the early development of linguistic competence and understanding of other cultures.



Intent

At Princess May we are committed to ensuring that competence in another language enables children to interpret, create and exchange meaning within and across the cultures. It also helps children develop skills that will open further opportunities later in life. The teaching of Spanish in in EYFS, KS1 and KS2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3.

‘Learning a foreign language is a liberation from insularity and provides an 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. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.’

Aims:

By the end of each key stage, pupils are expected to know, apply, and understand the matters, skills and processes specified in the relevant program of study.

The 2014 National Curriculum for Modern Foreign Languages aims to ensure that all children:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Are able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and that they are 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.

Implementation

Although Primary Languages cuts across the curriculum, children are introduced to Spanish from the EYFS through specific skills, concepts and vocabulary in a weekly dedicated 45 minute lesson led by the specialist teacher. This enables the children to develop early language acquisition skills that facilitate their understanding of the patterns of language and how these differ from, or are similar to, English.

Lessons across the Key Stages support the skills of speaking, listening, reading and writing:

- Children are taught to listen attentively to spoken language and respond, joining in with songs, rhymes and games.
- Links have been developed with secondary schools and children from KS3 visit to disseminate language learning to the children.
- Children develop an appreciation of a variety of stories, songs, poems and rhymes in Spanish that are delivered through the curriculum content
- We follow the primary MFL scheme of work for KS1 from BCC languages provided by Hackney Learning Trust. The scheme of work for KS2 is based on the guidance given in the KS2 Framework for Languages and the National curriculum in England language program, developed by Rachel Hawkes, co-director of NCELP (National Centre for Excellence for language Pedagogy). This complements the scheme of work for MFL at KS2, which will revisit previous learning.
- Hispanic Week enables the whole school to be immersed in the culture and language of Spanish speaking communities around the world and to use the language meaningfully in context.

- Special Assemblies are held to promote intercultural understanding where children are encouraged to think about cultural and linguistic diversity in their own school and community.

Impact

Learners develop detailed knowledge and skills across our MFL curriculum and as a result, achieve well. This includes knowledge of where different languages, including the range of home languages spoken by the families of the school as well as Spanish, are spoken in the world. Varied learning experiences, including whole class assemblies and World Book Day also ensure that languages are celebrated throughout the school community while providing a context for language learning and development in children's understanding of different cultures.



Teaching and Learning

We recognize that language learning in its broadest sense has three core strands - oracy, literacy and intercultural understanding. We also recognise that children should be encouraged to apply their knowledge and that we should equip them with strategies for language learning that they can use in the future, when studying another foreign language. As a result, opportunities to develop knowledge about language (KAL) and language learning strategies (LLS) underpin the three core strands. This follows the five strands recommended in the KS2 Framework for Languages (DCSF).

EYFS and KS1

Lessons are practical in nature and utilize a range of songs, rhymes and activities to introduce Spanish to young learners. Planning is aided by the division of core vocabulary into topics that are age appropriate and relevant to the curriculum. Small amounts of new language are introduced in a fun imaginative way, using songs, stories, flash cards and rhymes. Children are physically involved in learning activities by joining in with actions, games, singing and creative activities. The fun activities encourage all children to want to 'play' along. Children hear a wide range of instructions and vocabulary from a specialist teacher, but enough English is used to ensure that children can sort out their own understanding of the new language and engage in dialogue with adults about new experiences.

Our primary linguistic aim at this stage is in the 'training of the ear' and lessons focus on listening and speaking skills. Becoming familiar with the sounds of a foreign language at an early age gives the children an excellent grounding for all future language learning.

KS2

In KS2 languages continue to be mainly practical in nature, developing into a more written understanding of the language progress.

- Individual lessons plans are flexible enough to allow adaptation, but learning outcomes ensure progression through the program of study.
- Iconic phonics (introducing the main sounds in the language that are different from English by choosing an 'iconic' word to represent that sound that has a gesture and picture to go with it) teach this with the gestures and visuals.
- Build on this start to good pronunciation, reading skills and embedding of the sound/written system of the language with lots of different activities including songs, games, poems, etc.
- Introduce nouns using colour-coded background for gender (keep the phonics practice going each time new language is introduced).
- Work on strategies to develop memory use and embed the language.
- Use song, rhythm, movement, and gestures to accelerate learning as much as possible.
- Use stories as much as possible to develop pronunciation, reading/decoding skills, listening and speaking skills.
- Use cross-curriculum links as much as possible e.g. using art to teach shapes, colour.



Planning and Resources

Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. Work is differentiated as appropriate to the needs of individual children. Pairs and groups for collaborative work may be made up in different ways, depending on the task.

Language is increasingly becoming a part of the day-to-day life of the school. Children are encouraged to answer the register by saying “good morning” or “good afternoon” in Spanish and through including dinner registers. Teachers are encouraged to use Spanish to give simple classroom instructions. We make lessons as entertaining and enjoyable as possible, as we realize that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages.

EYFS:

In EYFS children are taught Spanish through the use of songs and music; they are then able to develop:

- The ability to identify sound
- The ability to mimic
- The willingness to have a go and take risks
- Their enthusiasm and capacity for enjoyment
- The ability to develop confidence and positive attitudes to languages

KS1:

The content and skills of Spanish lessons in KS1 provide a sound foundation for later learning. Spanish lessons across the school are planned to allow progress towards and achievement of the objectives stated in the 2014 National Curriculum. We teach the children to know and understand how to:

- ask and answer questions
- use correct pronunciation and intonation
- memorize words
- interpret meaning

- understand basic grammar
- work in pairs and groups to communicate in the other language
- look at life in another culture
- read and write simple words and basic sentences

KS2:

In KS2, the MFL provision meets the statutory guidance of the KS2 National Curriculum. Lessons are adapted from the scheme of work provided by Rachel Hawkes; co-director of NCELP (National Centre for Excellence for Language Pedagogy).

We teach the children to know and understand how to:

- Listen attentively and show understanding by joining in and responding
- Read carefully and show understanding of words, phrases and simple writing.
- Speak in sentences using familiar vocabulary, phrases and basic language structures
- Write words and phrases from memory
- Explore the patterns and sounds of language and link the spelling, sound and meaning of words.
- Engage in conversations, ask and answer questions; express opinions and respond to those of others
- Present information and ideas orally to a range of audiences
- Understand basic grammar including gender of nouns, definite and indefinite articles, singular and plural forms of noun, and conjugation of key verbs

- Adapt phrases to create new sentences describing people, places, things and actions orally and in writing
- Broaden their vocabulary and develop ability to understand new words that are introduced into familiar written material

Cross-curricular links

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas.

- **ENGLISH:**
Development of speaking and listening skills, knowledge and understanding of grammar and sentence construction.
- **MATHEMATICS:**
Counting, calculations, time and date, money.
- **GEOGRAPHY:**
Work relating to the study of other countries, points of the compass, weather.
- **HISTORY:**
Work relating to the study of other countries, studies of famous people.
- **SCIENCE:**
Work on parts of the body, different animals.
- **RE:**
International or multicultural studies, celebration of festivals, storytelling, customs.
- **MUSIC:**
Rhyme, rhythm, singing, composition, world music.
- **ICT:**
Materials from the internet, video and audio, presentation of data.
- **CITIZENSHIP:**
The multilingual society, knowledge of other countries and cultures.

- **ART:**
Description of paintings.
- **PE:**
Physical responses to the teacher's instructions issued in the language being learnt.



Assessment

Rationale

The framework has the look and feel of a proficiency assessment framework, providing illustrative descriptors of what learners can do when they apply their knowledge in communicative tasks. As such the descriptors describe emerging linguistic competence as evidenced through performance in each of the skills, as well as their applied use of grammatical structures. The supporting vocabulary strand describes a repertoire of knowledge that learners draw on, but it is also framed within the context of the act of either understanding or producing that vocabulary.

Monitoring progress and assessing attainment

The children are assessed continually throughout the year, with the teacher giving feedback orally. This process is supported by the end of KS2 statements in the National Curriculum 2014. These have been used to inform end of year statements for all year groups in both Key Stages, provided by the MFL Consultant for Hackney.

Opportunities to monitor the children's progress in Primary languages are built into our programs of study. Teacher assessment is formative and used to support teaching and learning and inform future planning, considering individual needs as appropriate. Assessments are based on observation of children working on supported speaking, listening, reading and writing activities in class and written work. Our aim is to promote personal responsibility for learning and ownership of the language as the best way to create independent language learners of the future. For reporting purposes children are commended or given a target base on the

four skills of Listening, Speaking, Reading and Writing.

Progress towards and achievement of these statements is also used to inform end of year reporting on MFL to parents.



Expectations

At Princess May we are committed to helping and encouraging children to expand their understanding of the world and developing a strong, long-life linguistic skills. Every lesson is an essential aspect of learning the language: we give children plenty of opportunity to practice and therefore remember key vocabulary. This is the first step towards becoming an independent language learner and therefore creative with the target language.

We endeavour to make learning languages fun and meaningful, providing children with many opportunities for interaction and independent work. We try to create an open environment to allow children to grow in confidence and not worry about speaking out in front of their peers as we emphasize that it is fine to make mistakes as these can be an opportunity to learn.

The role of the subject leader is to coordinate the teaching of Spanish across all phases of the school. This is in order to secure a consistent approach across the school and to ensure progression in Spanish is outstanding.

The role of the subject leader is summarised as follows:

- Assess, manage and deliver Spanish language learning across the school
- Prepare and deliver learning activities for individuals/groups
- Stimulate children's interest in learning another language
- Support the school's culture of praise and recognising success by building self-confidence and celebrating learning
- To help children develop their awareness of cultural similarities and differences and to promote a positive attitude towards diversity
- To ensure progression and recognisable achievement for all pupils
- Work with pupils, understanding how to motivate and encourage them to achieve and develop
- Provide feedback to pupils in relation to progress and achievement
- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
- Promote independence and employ strategies to recognise and award achievement
- To lay solid foundations for future language study by pupils, particularly in the transition to KS3
- Attend specialist courses