

Spanish Policy

Status	Non-statutory
Review cycle	Every 2 years
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Name of Chair of Governors	Christina Powell
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INTENT

The learning of a foreign language provides a valuable educational, social and cultural experience through which children develop communication and literacy skills that lay the foundation for future language learning. Children develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between English and another language.

Learning another language raises awareness of the multicultural and multilingual world and enhances the international dimension to children's learning, giving them insight into the cultures of others. Meadlands has a rich cultural diversity and the learning of a language provides opportunities to celebrate and learn from peers.

The aims of learning Spanish at Meadlands are to:

- Stimulate and encourage children's curiosity about language.
- Enhance children's awareness of our multicultural, multilingual world.
- Develop linguistic competence, contrasting and comparing other languages to English.
- Enable children to discover strategies for acquiring an additional language, making them more aware of their own language structure.
- Develop speaking and listening skills.
- Provide further opportunity to explore cross curricular links to other subjects.
- Empower children with the beginnings of a lifelong skill.
- Acquire a sound basis for further study of languages at KS3 and beyond.

Links to our school intent

Language

- Spanish vocabulary is carefully selected for each unit taught, embedding not only new Spanish words but also the meaning of the English words.
- Discussion about etymology of words. Comparison of words from one language to another
- Discussion of how verbs are conjugated (Y6), embedding grammatical structures in English as well as the target language.
- A celebration of speaking and listening Spanish and English.

Memory

- Vocabulary is embedded by listening, speaking, visual interpretation and finally by the written word, making it more memorable.
- Multi-modal teaching strategies including singing and repetition games encourages retention of new learning, associating it with rich classroom experiences.

Wellbeing

- Studying a new language from scratch offers a level playing field and an opportunity for all to shine.
- Songs and games promote a sense of fun when learning a new language
- Lessons appeal to all learning styles, promoting self-confidence and achievement.

Entitlement

Whilst it is statutory for children at KS2 to learn an additional language, there is no specific time requirement. Meadlands pupils are offered 30 minutes per week which at the discretion of the teacher may be delivered in an averaged quota, (for example, an hour every other week.)

IMPLEMENTATION

The programme of study for Key Stage Two sets out requirements for the curriculum in learning languages.

Key Stage 2

Pupils will be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations, ask and answer questions, express opinions and respond to those of others; seek clarification and help
- speak in sentences using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that other understand
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in Spanish
- broaden their vocabulary and develop their ability to understand new words
- write phrases from memory; adapt these to create new sentences
- describe people, places and things orally and in writing
- understand basic grammar including; gender and agreement, conjugation of basic verbs and then to be able to build sentences, understanding how these differ, or are similar to, English.

Teaching

At Meadlands, class teachers teach Spanish from years 3 to 6.

A variety of techniques are used to encourage the children to engage with the language including: games, role play, singing and dance. In lower KS2, children acquire basic skills and understanding in Spanish with a strong emphasis placed on developing their speaking and listening ability. These will be further developed in upper KS2 alongside reading and writing skills, gradually progressing to more complex language concepts and greater learner autonomy.

A multi-sensory and kinaesthetic approach to teaching is used including videos, games and songs to reinforce memory. Lessons are planned to be as enjoyable as possible so that the children develop a positive attitude to the learning of a foreign language. Children's confidence is built through praise for any contribution they make, however tentative.

Children will study the following units:

	AUTUMN	SPRING	SUMMER	SIGNIFICANT INDIVIDUAL
Year 3	Meet and Greet How are you?	Numbers 1-15 How old are you? Colours	My family Consolidation	**Frida Kahlo** (colours)
Year 4	Days of the week Months of the year Seasons	Numbers 1-31 Happy Birthday	Pets/Animals Consolidation	**Rita Bosaho** (Spain's first black female MP)
Year 5	Weather Telling the time	Sports and past times Foods (like/dislike)	What do you look like? Consolidation	**Lionel Messi** (sports)
Year 6	Places in town Shops Directions	In school – classroom Subjects (likes/dislikes)	Rooms in a house Consolidation	**Antonio Gaudi** (towns – architect)

Culture Capital

Native speakers in the class will always be encouraged to lead their peers in learning activities and act as cultural ambassadors. Families are welcomed in to school to share their language and culture on VIP day or as part of a teaching unit, invited by the class teacher. Spanish experiences can also be enjoyed in school – for example testing different Spanish tapas.

Cross curricular links

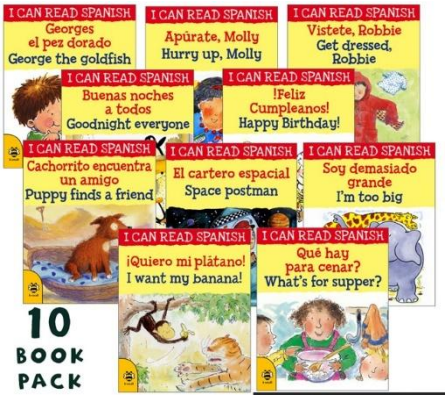
Links across the curriculum should be made wherever possible. Spanish lessons will automatically link to music and P.E. (dance) but links can also be made with history, geography, R.E., maths and SMSC.

Significant individuals

Spanish or Latino significant individuals have been chosen to link to the Spanish units taught but also as significant individuals who have been inspirational in their field.

Resources

We have a selection of dual language books which accompany the unit themes (I can read Spanish series), as well as a "Bolsa Sorpresa" (Secret bag) which can be used to reveal a mystery object or to reveal objects for the children to name in Spanish.





IMPACT

Early exposure to foreign languages benefits children in all aspects of their schooling, while also ensuring that foundations are laid for future language learning.

Assessment

At Meadlands, assessment and record keeping is an integral part of our teaching and learning policy. Children's progress will be assessed and recorded termly, a self-assessment resource will be completed by children individually and a teacher assessment completed separately. Each child will be assigned an Age-Related Expectation level at the end of each academic year. This is in accordance with the school policy for assessment.

Equal Opportunity

At Meadlands, all pupils, irrespective of their faith background are encouraged to take a full and active part in all Spanish lessons and activities. Furthermore, 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. There are opportunities for all able pupils to develop and extend their understanding of the different topics and themes.

Special Educational Needs

Children with special educational needs are taught the full Spanish curriculum which is tailored by their teacher to meet their needs. Some children may receive additional support to help them take a full and active role in history lessons. More able pupils will be given relevant opportunities and challenges in class to extend their understanding, and to take part in appropriate extra-curricular activities. Furthermore, tasks and resources will be adapted if necessary, to help children succeed in reaching their potential.

Monitoring

The purpose of monitoring and evaluation activities is to raise the overall quality of teaching and levels of pupils' attainment. The teaching of Spanish is monitored by the Senior Leadership Team who carry out monitoring activities in line with the school's development plan. The implementation of this policy is monitored by the Spanish subject leader, SLT and the Teaching and Achievement committee.

APPENDIX A

Useful websites:

Early Start Languages	https://www.earlystartonline.com/
Twinkl Spanish Planit	https://www.twinkl.co.uk/resources/planit-primary-teaching-resources/spanish-planit
BBC Bitesize – Spanish	https://www.bbc.co.uk/bitesize/subjects/zxsvr82
Lightbulb Languages	https://www.lightbulblanguages.co.uk/resources-pr-sp.htm

Resources:

The Little Linguist	https://www.little-linguist.co.uk/