

**Mary Dean’s Church of England Primary School Spanish Policy**

**Context**

The school’s policy for Spanish is based on the 2014 National Curriculum for Key Stages 1 and 2.

At Mary Dean’s, opportunities for Spanish phonics, reading, writing, speaking and listening are woven into the lessons through the use of songs, stories, games and drawing. Aspects of Spanish culture are also explored alongside these. This enables us to maximise opportunities to develop children’s Spanish skills and become more comfortable and confident with a foreign language.

In school, Spanish has been the taught modern foreign language since 2020. Prior to this, the children learned French. The change was made as Spanish is more widely spoken around the world and by a larger proportion of the world’s population.

**Intent**

Learning a foreign language isn’t simply about acquiring the technical skills, but about opening the children’s eyes to a different culture; a different way of living and looking at the world and gaining confidence in a subject area that is literally ‘foreign’ to them.

**Aims**

The overarching aim for foreign languages in the national curriculum is to foster a child’s curiosity and deepen their understanding of the world. It should enable them to express thoughts and ideas in another language, understanding and responding to its speakers in both speech and writing. Children should have opportunities to communicate for practical purposes as well as learning new ways of thinking. It should provide the foundation stones for learning further languages, ultimately equipping children for the possibility of one day working and studying in other countries.

This approach can be summed up in the following aims:

* understand and respond to spoken and written language from a variety of authentic sources including texts, videos and songs
* 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.

**Implementation**

In order to achieve the above aims, lessons are carried out on a weekly basis *by a Spanish-speaking teacher*, using videos, songs, stories, pictures and role play throughout key stage 2. Each term has a grammar focus and where possible it is explored through a cultural aspect of Spain- art, festivals, cuisine etc. Small learning walls are in place either in each classroom or in an area of high child footfall (outside toilets between two yr3/4 classrooms). Vocabulary mats are frequently used in addition to the knowledge organizers which are in every book and organized on a termly basis. The current KS2 cohort are all learning the same subject content (LKS2 level) because the school switched from French to Spanish mid school life. This meant that all the children were starting a new language from scratch. However, from September 2022 both LKS2 and UKS2 will have their own 2-year cycles which connect up and ensure that a child has a thorough grounding in the subject. The current LKS2 children will have experienced the entire LKS2 curriculum and will be the first to start the new UKS2 curriculum. The current KS1 children will start on the LKS2 curriculum that has been taught over the last two years.

**Teaching**

Initially in LKS2, children are taught the alphabet, numbers, days, months, dates, seasons, family members, body parts, common animals/pets and some high frequency adjectives. In addition, they are exposed to some high frequency verbs- to be, to have, to be called. They are also exposed to some basic questioning and answering phrases that are connected to the aforementioned areas. This is done through songs, stories, pictures and role play.

At UKS2, the children build on the fundamentals they learned in LKS2. This involves the introduction of further verbs and the exploration of their conjugation, extending their vocabulary. There is also frequent recapping of the basics learned in LKS2 such as classroom instructions, letters and numbers. This is all achieved through the exploration of cuisine, weather, countries, festivals, poetry, some geography and the exploration of the larger Spanish speaking world.

**Planning**

The planning is influenced by work done by the language specialist, Rachel Hawkes, who is the Director of International Education and Research for the Camberton Academy Trust and Co-director of NCELP (National Centre for Excellence for Language Pedagogy).

Our approach initially starts with exposure to lots of natural speakers, in addition to basic grammar. Key verbs are introduced at purely the first- and second-person level. As the children progress through the school, more vocabulary is introduced, and the complexity of phrases increases. It is very much a sequential process, with children building on their existing knowledge from previous years. Lessons are short (30-45 minutes) and tightly focused.

**Speaking and Listening**

From the very onset of their learning, children are encouraged to speak through practice of aspects such as the alphabet and numbers. They are encouraged to simply say the words without a heavy focus on accent or correct pronunciation. The focus on these aspects increases throughout LKS2 as the children become increasingly confident and comfortable with expressing themselves in a foreign language. Speaking is based on the mimicking of high-quality modelling by the teacher and high-quality sources involving natural speakers. Repetition plays a key role in improving a child’s confidence. The range of language spoken each term is small and tightly focused. Speaking and listening play a central role throughout the entire KS2 curriculum.

**Reading** Initially, children are excited about learning a language but also wary and worried about making mistakes; this is why we primarily focus on listening and speaking to begin with, building in the associated reading once the children are confident with sounds and pronunciation. As the children progress through the key stage, the level of reading increases but is once again tightly controlled around the unit focus. Exposure to new words through reading is controlled in order not to overwhelm the children or confuse them.

**Writing**

At this key stage, we do not wish the children to experience learning a new language in the same way as they learn English. Learning a foreign language is based heavily on listening and speaking, with small amounts of writing. This is why we keep sentence writing limited in aspect, focused and brief in application. If writing does occur, it works in conjunction with what they have spoken and listened to rather than a standalone concept. It is used to introduce a new word or to show how a previously practised phrase is written.

**Assessment/moderation/evaluation**

As learning a foreign language can be daunting for some young children, we initially focus on assessing their attitude and work ethic rather than their aptitude. As they progress through the key stage and are repeatedly exposed to the concise range of language that we are teaching, our focus turns more towards accent, pronunciation, reading and writing accuracy. This is done through observation of behaviour in lessons, listening to them speak, testing their listening skills through questioning, marking their writing. Any misconceptions are discussed as a whole class. Any mispronunciations are also looked at as a whole class and the correct pronunciation practised. Individual errors from previous weeks are looked at as a whole class error, rather than an individual’s error. This helps to maintain the confidence of the children.

**Equality**

At Mary Dean’s we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, religion and belief, or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

• Use contextual data and personalisation plans to improve the ways in which we provide support to individuals and groups of pupils;

• Monitor achievement data by ethnicity, gender and disability and action any gaps;

• Take account of the achievement of all pupils when planning for future learning and setting challenging targets;

• Ensure equality of access for all pupils and prepare them for life in a diverse society;

• Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;

• Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;

• Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;

• Seek to involve all parents in supporting their child’s education;

• Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;

• Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. More able children will be identified and suitable learning challenges provided.

**Home Learning**

Wherever possible, the links that we have used for songs, stories etc in class, are also made available on the Spanish page of the school website.

**The Role of the Subject Leader**

The Subject Leader is responsible for improving the standards of teaching and learning in Spanish through:

* monitoring and evaluating:-
	+ pupil progress
	+ provision of high quality resources
	+ the quality of the Learning Environment,
* taking the lead in policy development,
* keeping up to date with recent developments in foreign language learning.

This policy will be reviewed according to the emerging needs of our school.

Signed …………………………………………Date ………………

(Chair of Governors)

Signed …………………………………………Date ……………..

(Head teacher)