

## Spanish Subject Policy



### **Mission Statement**

'Always treat others as you would like them to treat you' ( Matthew 7 v 12)

### **Introduction:**

***A high-quality languages education should foster children's curiosity and deepen their understanding of the world.***

At St Brendan's Catholic Primary School, we believe that learning a foreign language should be enjoyable, engaging and purposeful whilst enabling the pupils to make substantial progress in the target language. Learning a language provides a valuable educational, social and cultural experience for our pupils whilst also laying the foundations for further language learning. We have chosen Spanish as our main language because of the number of Spanish speakers around the world. Through studying Modern Foreign Languages pupils will develop an understanding of different cultures around the world as well an acceptance of these cultures. Pupils will also develop their resilience, confidence and skills to communicate with others via both written and spoken language.

### ***"Purpose of study***

*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."*

-The National Curriculum in England: Key stages 1 and 2 Framework Document.

### **Aims:**

At St Brendans our aim is to:

- To foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils;
- To stimulate and encourage children's curiosity about language and creativity in experimenting with it
- To support oracy and literacy, and in particular develop speaking and listening skills;
- To help children develop their awareness of cultural similarities and differences; and to provide a vehicle for multi-cultural understanding.
- To lay the foundations for future language study by pupils.

## **Organisation:**

In St Brendan's Catholic Primary School, we follow the Primary Languages Network scheme of work. It is a live scheme which is continually updated and revised in order to meet curriculum standards. Alongside the planning provided, the network also enriches this through accompanying power points, pod casts (spoken by native speakers) links to authentic literature, songs, games and culture points of reference. Teachers are encouraged to adapt the learning to suit the needs of their class, using the wealth of resources available to them.

In KS1 class teachers give our children an 'Education of Ear' – they have the opportunity to become language detectives by listening to stories, learning songs and rhymes provided by the Primary Languages network. This also aids their understanding of the world by enabling them to have an awareness of another country's culture in order to build confidence in the target language and develop an enthusiasm for language learning. Studies by Harvard University, suggest that exposing young children to a range of ways communicating, including through two or more languages helps to enhance the flexibility and creativity of the mind.

In KS2 we are currently following the mixed aged class scheme of work which is on a two-year rolling programme. This is balanced and sequenced appropriately in order to develop the attributes and qualities needed to understand and participate confidently in Spanish and reach at least the end of Key Stage expectations. Spanish is broken down into 4 areas; reading, listening, speaking and writing. All four areas are covered in KS2 and are taught so that pronunciation and accuracy are achieved. The lesson is taught once a week by the class teacher where pupils receive a 40 – 45-minute lesson.

Teachers are also encouraged to teach throughout the week, when taking the register, giving instructions or for sticky knowledge retrieval.

## **Teaching and Learning:**

To promote an active learning of languages a range of teaching methods are implemented to ensure that the pupils are provided with the correct balance of spoken and written language. Children develop their linguistic skills through listening, speaking, reading and writing in order to be secondary ready. Pupils are taught to listen attentively to spoken language, join in and respond in words, phrases and short sentences. Patterns and sounds are explored through songs, games, rhymes and stories and the children are encouraged to answer questions, ask questions and hold simple conversations. Pupils are taught to talk about themselves, others and objects in the present tense, before developing their knowledge of grammatical structures to talk in the past and future tenses across a range of topics. All of the activities that are used in lessons are devised and introduced in a creative way so that they can extend, embed and combine language skills.

### **Speaking and listening**

The children will learn to

- listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English;
- understand and respond with increasing competence, accuracy and confidence in a range of situations;
- join in songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way;
- take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings;

- memorise and recite short texts, and prepare and give a talk on a familiar subject confidently and with regard to the audience.

### **Reading and writing**

The children will learn to

- remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;
- read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;
- read, copy and write independently familiar words and simple phrases in context eg classroom items, display labels, weather chart, date;
- write sentences and short texts independently and from memory.

### **Feedback:**

Feedback to pupils is achieved through the effective verbal feedback provided through live assessment to support children's learning inline with our whole school approach.

### **Assessment:**

It is the responsibility of the class teacher to assess children's work, in order to identify areas of difficulty and to inform future planning and differentiation.

Summative and formative assessments of language skills are made throughout KS2. At the end of a unit pupils complete a Puzzle it out which gives the pupils the opportunity to demonstrate their knowledge whilst also identifying any misconceptions which the children may have. These misconceptions are addressed immediately. Children continue to recall their knowledge in short bursts through sticky knowledge exercises to ensure the knowledge is held in the long- term memory. At the end of a lesson pupils are encouraged to assess their learning using the AFL clouds at the front of their Spanish books. Assessment also takes place through the feedback records that are used during the lesson to enable teachers to provide immediate feedback and assessment.

Insight Data is used to monitor the progress of children and the objectives are based upon the KS2 Framework, Languages Ladder ( ASSET Languages) and the National Curriculum Descriptors AT1, 2 3 and 4 levels 1-4.

### **Staff development:**

The subject is managed by the Modern Foreign Languages Lead. To ensure the language skills of staff are developed and sustained the school are members of the Primary Languages Network. This provides all the materials, resources and support sound files and activities to enable the school to ensure progression in language learning across the four core skills and also the DfE 12 Attainment Targets.

We aim to develop teacher's confidence and competence to teach the target language and embed languages into the curriculum. This is achieved through access to the PLN VLE where they can participate in online CPD courses for each stage of the curriculum that they are teaching. The PLN also offer CPD each half-term on upskilling for the topic

that is being taught in and class and using the VLE effectively. The co-ordinator leads staff meetings to develop teaching techniques and teachers are encouraged to observe good practise.

The MFL leader attends, (as part of the Primary Languages Network) coordinators' CPD and the annual PLN conference. The MFL leader is a member of the network email group and what's app group, the PLN website (<https://primarylanguages.network/>) and the PLN VLE blog to obtain current and up to date information. All staff have access to the PLN VLE, all its materials and lesson by lesson planning.

### **Monitoring**

The subject leader will monitor planning, assessment and evidence collected once per term. In addition, a termly learning journey will be completed, where 3 children (of below average, average and above average attainment) are invited to discuss their Spanish learning. The subject co-ordinator will collate the information to develop a whole school language learning profile. They will ensure that there is progression from Y3 through to Y6.