



Languages (Spanish) Policy

Adopted by Hunslet Moor Primary School Governing
Body in:

Next Review:

Intent

Aiming for Excellence: Unlocking Every Child's Potential

Languages are an integral part of the curriculum. Learning a language is ‘a liberation from insularity and provides an opening to other cultures’. It helps to equip pupils with the knowledge and cultural capital they need to succeed in life. It encourages pupils to appreciate and celebrate difference. The languages curriculum should also provide the foundation for learning further languages. It should enable pupils to study and work in other countries. In doing this, the languages curriculum has a potential positive impact on business and the economy.

(Ofsted Research review series: languages, 2021)

At Hunslet Moor Primary School we celebrate our uniquely diverse community. Many of our pupils are bilingual and represent a wide range of cultures. Learning another language gives children an additional perspective on the world, encouraging them to understand their own cultures and those of others. We believe that the learning of an additional language provides a valuable educational, social and cultural experience for pupils. It helps them to develop communication skills, including key skills of speaking and listening and extends their knowledge of how language works.

This policy supports our mission statement of “aiming for excellence; unlocking every child’s full potential”. To do this, we need to ensure that children are exposed to the diverse world of opportunities around them.

Aims

At Hunslet Moor Primary School we aim 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 writing in the language studied.

Implementation

Each child in Year 3-6 receives 25 minutes of Spanish teaching a week in a whole class setting. Teachers also have the opportunity to revisit prior learning in short bursts throughout the week. The curriculum has been developed using ‘Primary Languages Network’. Teachers are trained in the use of the scheme of work and how to use it effectively. The ‘Click to Teach’ resources are used to create a progressive curriculum which starts with the understanding of basic words and phrases. Lessons are designed to motivate children and are mainly practical in focus. The Spanish curriculum is inclusive through variation of task, grouping or support from an adult. Opportunities to monitor the children’s progress in Spanish are built into our termly programmes of study. Most assessment is formative and is used to support teaching and learning and inform future planning. Assessments are based on observation of children working on different oral activities and (where appropriate) written product.

Curriculum and planning

Below is our KS2 coverage map:

Aiming for Excellence: Unlocking Every Child’s Potential

Spanish KS2 Scheme of Work Overview

This overview shows the coverage of topics across the four stages of language learning in KS2, for both Video2Teach and Click2Teach. For detailed information on each stage, refer to the Long-Term Plans linked below. For other key documentation, click the buttons below.

Knowledge
Organiser

DfE AT
Unit Map

Core Skills
Progress

Phonics
Map

Half Term/ Stage	Stage 1 LTP	Stage 2 LTP	Stage 3 LTP	Stage 4 LTP
Autumn 1	A new start (Greetings, feelings, numbers, colours)	Welcome to school (Recap core language, rooms in a school, classroom objects)	Talking about us/school subjects (Extended feelings, recap personal information, introduce a friend, subjects and opinions)	Revisiting me/Telling the time/Everyday life (Personal info recap, numbers to 60, time phrases, daily routine conversations)
Autumn 2	Calendar and celebrations (Bonfire colours, commands, days and months, Christmas)	My town, your town (Commands, shops, asking and giving directions)	Time in the city (Spanish city, buying a ticket, directions, descriptions, shopping, festive jumper)	Homes and houses (Rooms in a house, furniture, describe rooms, spooky house story, game, elf on shelf)
Spring 1	Animals I like and don't like (Animal nouns, singular and plural, opinions, story)	Family tree and faces (Epiphany, family members, personal info, face parts, describing with colours)	Healthy eating, going to market (Fruit and veg nouns, class survey, prices, market dialogue, recipe)	Playing and enjoying sport (Sport nouns, opinions, verb to play, sports descriptions)
Spring 2	Carnival and using numbers (Carnival, numbers to 15, core language recap, age, dates, Easter)	Face and body parts (Face and body parts nouns and commands, yoga with body parts, alien creation)	Clothes (Clothes nouns, verb to wear, describe using adjectives, read descriptions, design and write)	Funfair and favourites (Funfair rides, opinions, adjectives, plan and describe theme park, favourite things, tradition)
Summer 1	Fruits and vegetables, Hungry Giant (Fruit and veg nouns, counting, asking politely, story, board game)	Feeling unwell/Jungle animals (Aches and pains, doctor role play, animal nouns, adjectives, simple sentences, story)	Out of this world (ID cards, personal info conversations, names of planets, adjectives, prior learning recall, planet creations)	Tapas culture (Tapas culture in Spain, opinions, hotel breakfasts, café roleplay)
Summer 2	Going on a picnic (Picnic story, food items, polite request) Aliens in Spain (Explore Spain, ask and answer 'where do you live?') Language Puzzle*	The weather (Weather phrases, seasons, forecast) Ice creams (Flavours, opinions) Language Puzzle*	Going to the seaside (Items for the beach, persuasive sentences, visiting the seaside, read and understand facts about the beach) Language Puzzle*	Performance Time (Comedy sketch – What a waiter! Mocktails, scavenger hunt, Read all about it – Transition to KS3) Language Puzzle*

Pupils should 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 others understand when they are reading aloud or using familiar words and phrases.
- 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 the language.
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- describe people, places, things and actions orally* and in writing.
- 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