St Cuthbert's Primary School
Spanish Policy

Vision:

In our family school, we strive to be the best for today, for tomorrow, for ourselves, for each other, the wider world and for God.

As a Christian family we nurture an understanding that we are all of equal value and infinite worth.

In the safety of our unique family we will flourish and grow towards being Global Citizens and Courageous Advocates.

('You are now citizens together with God's people and members of the family of God'. Ephesians 2:19)

Mission statement:

Learning to love, loving to learn in the family of Christ.

('Encourage one another and build each other up'- 1 Thessalonians 5:11)

Intent

At St. Cuthbert's introducing children to a foreign language at an early age is a key part of being a member of a multi-cultural society. We celebrate the similarities and differences of other cultures and this fosters children's curiosity on their language learning journey to deepen their understanding of the global world. These are skills that will give them the confidence for future learning in Spanish and ultimately encourage them to learn other languages in our diverse society.

Our Aim

Our aim is to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning Spanish:

- Speaking
- Listening
- Reading
- Writing
- Grammar

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between the foreign language they are learning and English. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

Planning and Teaching

Our whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

The National Curriculum for languages aims 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 authentic writing in the language studied.

By the end of key stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. 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.

Organisation & Delivery

Spanish is taught in a whole-class setting by the class teacher/HLTA. Teachers plan their lessons using the Language Angels scheme of work and can supplement this with their own ideas and experience and those of their colleagues. The lessons are designed to motivate, captivate and interest children. They have clear, achievable objectives and incorporate different learning styles. Each class has a timetabled lesson per week. Spanish can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained.

Inclusion

In accordance with our equal opportunities policy all our pupils are given access to the National Curriculum. We endeavour to help all children to reach their full potential irrespective of gender, race, class, ability, age or belief.

Monitoring and Evaluation

The Subject Leader monitors the effectiveness of the language teaching provided throughout the school via regular termly observations with feedback given to teachers delivering foreign language lessons. The Subject Leader and class teacher will together monitor the learning and progression made by pupils across the key stage.

Assessment

At St. Cuthbert's, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate adaptive teaching. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible.

Assessment opportunities included in our curriculum are planned to have maximum impact on pupils. Each unit of study has a key assessment opportunity which links with our progression of skills framework that is cross-referenced to the National Curriculum.

These assessment opportunities will enable the teacher to monitor progress made by individual pupils and review areas where the class or groups excels, or where areas of learning need to be revisited, developed and consolidated in a different context.

Key knowledge is set out in our medium-term plans and is assessed at the end of each topic. This provides the teacher with a comprehensive understanding of what has been learnt as well as any aspects of learning that need revisiting and reinforcing.

Updating Documentation

This policy document will be regularly reviewed to assess its value as a working document.