

St Anne's and St Joseph's RC Primary School, a Voluntary Academy



Spanish Policy

2024-25

With love and faith, we achieve together.

For we are nothing without Christ.

Nihil Sine Christo

Introduction

As the UK is becoming an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages. The Foreign Languages (FL) provision at Key Stage 2 in St. Anne's and St Joseph's RC Primary School is designed to reflect this and takes into consideration the primary FL entitlement as set out in the National Curriculum 2014.

The key elements of FL at SASJ are:

- ✓ Our language learning is inclusive and enjoyable for all
- ✓ The main language we study is Spanish
- ✓ Spanish is taught as a coherent programme from Year 3 to Year 6 using the scheme Language Angels
- ✓ The curriculum also encompasses learning about Spanish life and culture

The main areas this policy will cover are:

1. Rationale for teaching languages
2. Aims and objectives
3. Organisation
4. FL curriculum planning for KS2
5. Resources
6. Inclusion
7. Assessment, recording and reporting
8. Monitoring

1. Rationale for teaching languages

1.1 Language learning supports oracy and English

Children spend most of their time in language lessons speaking, listening and interacting with each other. This emphasis on communication, underpins children's capabilities in oracy, which is critical to effective communication as well as a key foundation for English.

1.2 Language learning stimulates children's creativity

Children enjoy taking an active part in language lessons. They join in with singing, reciting rhymes and poems, and respond to stories. They play games, take turns and experiment creatively with language.

1.3 Language learning supports and celebrates the international dimension

Although it enjoys much more linguistic diversity than in the past, England remains a place where the motivation to learn another language is affected by the position of English as a widely spoken, world language. This makes it even more important that we give all children the chance to learn a language in order to gain insights into their own lives and those of others around the world. They need the chance to learn about people in other countries and cultures and to reflect upon their own cultural identities and those of other people. Learning Spanish, and learning about the countries where it is spoken, are also intended to promote aspiration for travel and a broadening of life experience.

2. Aims and Objectives

The aims and objectives of learning a modern foreign language at SASJ are:

- ✓ To foster an interest in learning other languages;
- ✓ To introduce children to other languages in a fun and engaging way;
- ✓ To make children aware that language has a structure and structures are different for different languages;
- ✓ To help children explore their own cultural identity and those of others;

- ✓ To develop speaking and listening skills;
- ✓ To apply and develop their knowledge of languages and language learning;
- ✓ To lay foundations for future study;
- ✓ To increase personal aspiration.

3. Organisation

In order to ensure progression and development, KS2 children will have the equivalent of 30 minutes of foreign language teaching per week. This will, where possible, be delivered during PPA and release time by the language specialist, Maria Dunleavy (HLTA). Whole class and group exercises will be recorded on a Spanish PowerPoint for monitoring and evidence for senior leaders. From January 2025 each child will receive a specific exercise book for Spanish that they will start when they enter Year 3 and this will move through KS2 with the child. Opportunities to immerse our younger children in Spanish, including prayers, songs and short phrases will be planned where possible, utilising the wealth of experience and skill Maria has.

4. FL curriculum planning for KS2

Spanish is the foreign language taught at St Anne's and St Joseph's and the curriculum taught is based on the guidance given in the National Curriculum 2014 and follows the Language Angels scheme.

The children are 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.

During Spanish sessions the children are given the opportunity to work as a class, in groups and individually.

Children in KS2 write the date in all subject exercise books in Spanish and registers are taken in Spanish on regular occasions.

One day each year across the school is planned as a 'Spanish Day'. This gives the opportunity for all children to spend a full day immersing themselves in the Spanish language and culture. This is in addition to weekly lessons.

5. Resources

All Spanish resources are stored in the KS2 cupboards and additional resources are available online through our Language Angels subscription. Each KS2 class will share a well-known text, in Spanish, at least once per half term during class story time. Each class will study the same text for half a term at which point the text will be changed.

Spanish vocabulary is displayed on flashcards around the school in appropriate locations for children to see regularly and to be pointed out by staff as they move around the building.

6. Inclusion

Each class at SASJ contains children from a wide range of abilities and we seek to provide suitable learning opportunities for them all by matching the challenge of the task to the ability of the child. This means that, where appropriate, written work will be differentiated according to ability. FL is, however, a highly inclusive subject and although the principal aim of the teaching is to develop children's knowledge, skills and understanding, there is also an emphasis on enjoyment. FL is taught to all KS2 children, whatever their ability and individual needs. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents and those learning English as an additional language (EAL) and we take all reasonable steps to achieve this.

7. Assessment, recording and reporting

Most assessment is formative and used to support teaching and learning and inform future planning. Teachers will also make termly judgements of children's learning and progress in FL and record those judgements on Insight. Class teachers and the FL staff lead will monitor and analyse progress over a 12-month period. Parents and carers in KS2 will receive information on the performance of their child in FL at the end of each school year as part of the end of year annual report.

8. Monitoring

Monitoring is carried out by the FL staff lead, the Executive Headteacher or a member of the Senior Leadership Team using:

- Discussions with staff and pupils
- Work sampling
- Classroom observation and learning walks
- Data analysis

This policy will be reviewed each academic year.