



Spanish

We strive to ensure that all children enjoy Spanish and have the confidence to apply their understanding to learning a new language. Our Spanish teaching is engaging, fosters positive 'can-do' attitudes and develops pupils' ability to translate, read, speak and write in Spanish. To achieve this ,teaching regularly refers back to, and builds upon previous learning.

Intent

We aim to:



Be ambitious and prepared to 'have a go.' We are learning together.

Equip pupils with a strong Phonics foundation in Spanish in order to be able to read and speak unfamiliar Spanish vocabulary.

Make comparisons between Spanish and English and identify cognates and strategies to help them remember new words and phrases.

Increase their cultural awareness by learning about different countries and their people.

Ensure all staff have access to high-quality CPD to support effective and consistent teaching practices.

Implementation

How we achieve our aims:



Ambitious Curriculum for All

Our approach to teaching Design technology is underpinned by the

[National Curriculum](#)

and by evidence from

[Education Endowment Fund - Collaborative Learning](#)

[OFSTED Research Review - Languages](#)

Substantive Knowledge

A spiral approach aligned with the National Curriculum, revisiting key concepts at greater depth as children progress:

- Speaking
- Reading
- Writing
- Understanding cultural awareness

Embedding Spanish phonics is essential so that children can read and pronounce Spanish graphemes and phonemes.

Disciplinary Knowledge

We develop pupils' ability to think like language-learners by:

- Providing plentiful opportunities to speak Spanish and hear native Spanish speakers
 - Encouraging children to recognise similarities and cognates in order to make links between English and Spanish, aiding recall
- Teaching a range of simple phrases which they develop over time to build increasingly complex sentences.

Curriculum Links

Spanish links in areas across the curriculum. Examples include:

- English: speaking and listening, grammar and sentence structure , stories in another language
- Maths: counting, money, time and the date
- Music: rhymes, rhythm, and songs
- Geography: location of Spanish speaking countries and their lifestyles
- PSHE: Understanding of other cultures, their beliefs and practice,

Enrichment

We enhance our Spanish curriculum through:

- Special Spanish lessons – food tasting and Spanish games
- After-school Spanish club
- Secondary school Spanish workshops.

Inclusive and Adaptive Teaching

Spanish lessons are heavily weighted in oracy. Children are encouraged to 'have a go' and efforts are celebrated. There is a 'learning together' ethos in all Spanish lessons.

Support

- Children have access to the vocabulary and sentence starters for each lesson
- Vocabulary and prompts are put into Spanish books for future reference to be revisited, consolidated and built upon.
- Teachers provide one to one or small group support in lessons
- Adapted/differentiated worksheets and activities.
- Screens are carefully designed to be accessible to all.

Challenge

- Higher level questioning throughout lesson.
- Reduced supportive content in writing frames
- Challenged recall without access to support materials
- Adapted worksheets and activities

Assessment

Formative assessment takes place every lesson:

- Questioning
- Use of 'Show Me' boards
- Assessing if the children are ready to move on at the point of teaching through in-class observation and live, in lesson marking
- Active feedback post lesson to identify misconceptions and plan next steps
- Written assessment

Components of Effective Lessons

- The use of carefully designed screens, models and images.
- Paired and group work to support exploration and promote oracy and discussion
- Direct teaching which makes clear links to previous learning
- A multisensory approach – see it, say it and show me the action
- A focus on accurate pronunciation by applying learned phonics
- A positive learning environment in which all children feel safe to 'have a go.'
- Teachers and LSAs supporting learning, asking skilful, probing questions.
- Games and activities that include a physical response and opportunities for discussion and shared thinking with peers
- Use of physical resources where appropriate.

Subject Leadership

Resources

- Carefully designed screens using a range of images
- Videos
- 'Listening clips'
- Physical resources such as maps, Euros and Spanish foods
- Vocabulary and sentence prompts
- Use of Spanish texts and books.

CPD

CPD ranges from in-house training, online resources (such as Duolingo), video clips and even assemblies.

Quality Assurance

We quality assure through:

- Pupil book study
- Learning walks
- Book looks
- Staff voice



Impact

Our outcomes:



Children show an enjoyment of and curiosity for learning a new language.

Children use their Spanish phonic knowledge to read and pronounce Spanish vocabulary.

Children are confident to 'have a go' and can use resources to help them recall previous learning and build upon it.

Teaching teams are confident when teaching Spanish.

All children make progress and build upon their knowledge of the Spanish language and culture year on year.